

# MATHEMATICS



# **1**

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## Introduction

#### Five and ten frames:

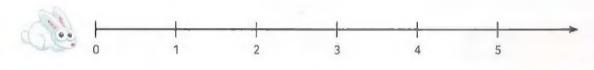
Five and ten frames can help young children learn about numbers and read two-digit numbers before understanding the placement of each digit.

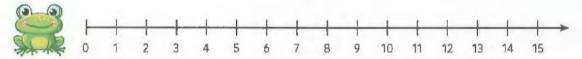




#### The number line:

The number line can help young children count numbers in a correct way.





#### The number chart to 100:

The hundred chart can help young children read, learn and organize numbers from 1 to 100 in a correct and easy way.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Number chart up to 100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Chapter Walkthrough



#### Pacing Guide:

- It shows the learning outcomes in the chapter's lessons.



#### Study:

- An explanation for each part in the lesson.



#### Practice:

 Different practices for each part in the lesson.



Test yourself:

#### Now I can:

 Through this item, students can focus on the main topics he/ she studied through each lesson.



## - Important questions for each lesson, the student solves them to evaluate him/herself.

Test Severell.

 A scale which shows that the student can check his/her understanding for the lesson.

**Assess Your Progress:** 



#### General Practice:

 A group of more practices related to all the lessons in each chapter.



## Chapter





### **Pacing Guide**

Lessons: (1&2) (A) Counting numbers up to 3
Outcomes

- Read the numbers 1, 2 and 3.
- · Count up to 3.

(B) Comparing objects by size, shape and color

#### **Outcomes**

Compare 3 objects by size, shape and color.
 Lessons: (3&4) Counting numbers up to 4

#### Outcomes

- · Read the number 4.
- Compare 4 objects by color, size and shape.

Lessons: (5&6) (A) Counting numbers up to 5
Outcomes

- Read the numbers 4 and 5.
- Count up to 5.
- Compare 4 or 5 objects by size, shape and color.

(B) The number line

#### **Outcomes**

Count numbers up to 5 using the number line.

Lessons: (7&8) (A) The number 0

#### Outcomes

- Read the number (0).
- Write number 0.

(B) Writing numbers from (1-3)

#### Outcomes

Write the numbers (from 1 to 3).

Lessons: (9&10) Writing numbers up to 5

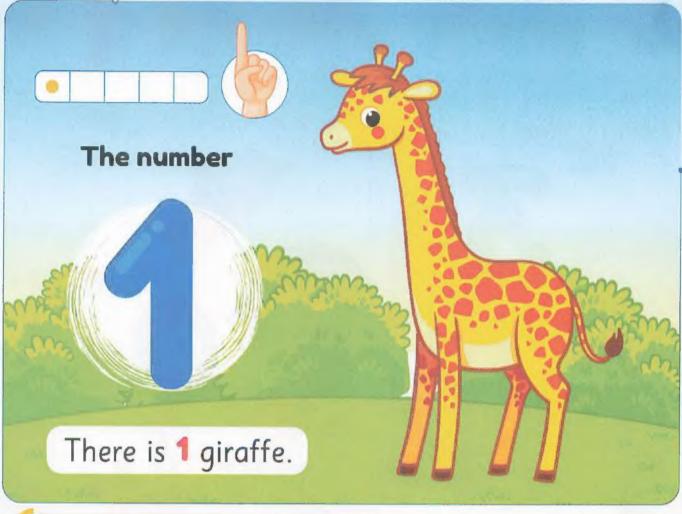
#### Outcomes

- Represent numbers (0 5) using pictures.
- Arrange numbers (0 5) on the number line.

Lessons 1&2

## (A) Counting numbers up to 3







#### Circle 1 object in each group:



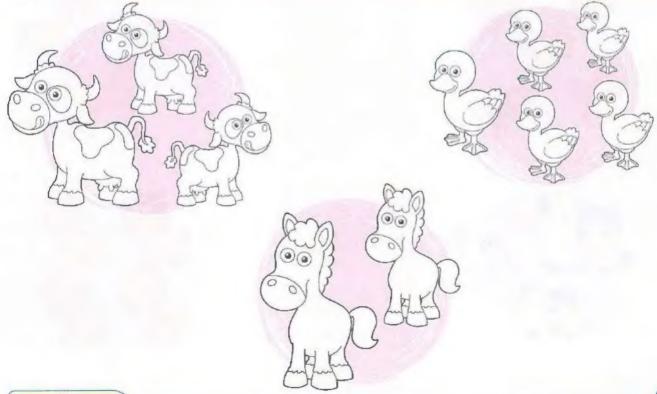
Daily Practice:

 Ask your child to tell you the name of today and ask him/her to draw a circle around the date of today on the calendar.

Vocabulary: five frame, count, number

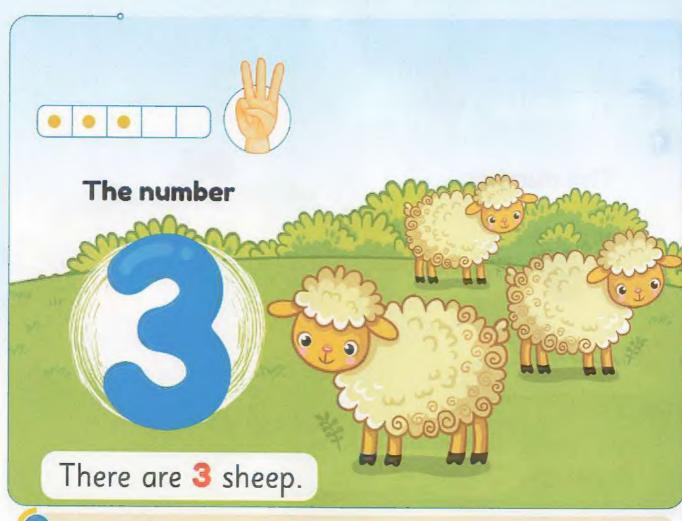






Parents' Tips:

• Help your child recognize the number 2 by using toys or his/her fingers and help him/her read it many times.









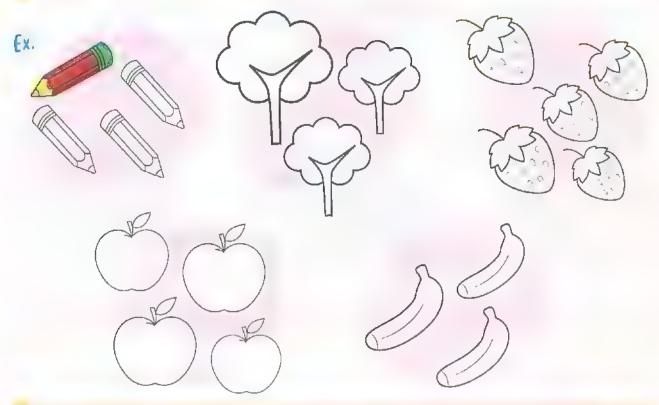
Parents' Tips:

• Help your child recognize the number 3 and bring plastic glasses to count 3 of them.



## Practice

Color 1 object in each group:



Underline 2 objects in each group:



Parents Tips

• Help your child count many objects around him/her up to 3.

### Circle each group of 3 objects:



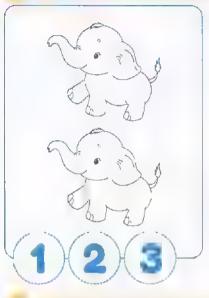
## Oraw dots to show each number on the five frame:



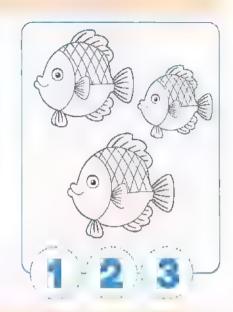
Parents' Tips:

• Help your child count objects up to 3 in his/her room as pens, erasers and rulers.

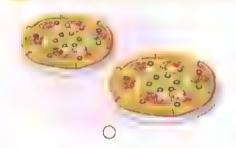
## **6** Count, then color the correct number:







### **(3)** Match:



















## Oraw according to the given number:







Lessons 122

## (B) Comparing objects by size, shape and color

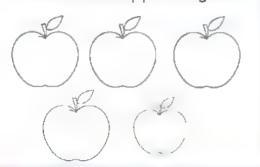


## Comparing objects by size

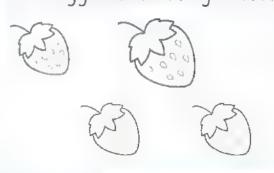


#### Read, then color:

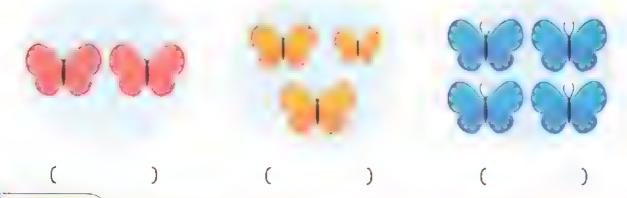
The smallest apple in green.



The biggest strawberry in red.







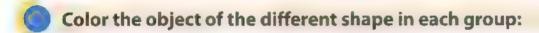
**Daily Practice:** 

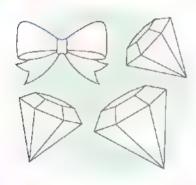
 Ask your child to count the days he/she spent in school and ask him/her to draw a circle around the day he/she spent in the school on the calendar.



The two flowers are the same in shape and color.

The two flowers are different in shape and color.

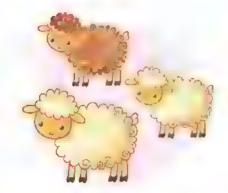








Circle the objects of the same color in each group:







Parents' Tips:

Help your child compare among objects around him/her by size, shape and color.

Vocabulary: same, shape

## Practice



Color the objects with the same size in yellow:







Cross out to cancel the object that is different in each group:







Color the correct sentence:



is the same as is different from





is the same as







is the same as is different from





is the same as







- count objects up to 3.
- · compare objects according to size, color and shape.

#### Parents' Tips:

Ask your child to find 2 items in his/her room that look like the same in shape, color and size.

## Test Yourself



Circle the different one in each group:







Draw dots to show the number of raised fingers:







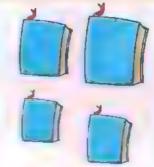
Color the correct words:



The pens are different in

color

shape size



The books are the same in

color size shape)



The erasers are the same in

color

size

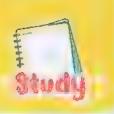
shape

Draw 3 apples with different sizes, then color them with the same color.

practice!

Lessons

## Counting numbers up to 4









#### Circle 4 objects in each group:





Ask your child to count the days he/she spent in school and ask h m/her to draw a circle around the day
he/she spent in the school on the calendar.



















(3) Color in the graph to show how many fish are there in each group:



Parents Tips

· Ask your child to count many objects around him/her up to four as toys, pencils, books, etc.

## Color the set which has 2 groups of 2 (2 groups of 2 means 4):



Circle the different object in each row:





### Now I can

- count objects up to 4
- represent numbers up to 4 using pictures.

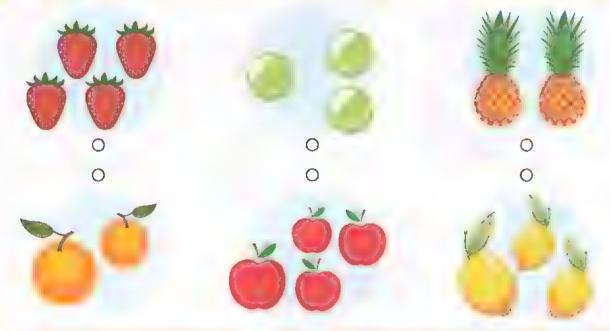
## Parents' Tips: Ask your chil

Ask your child draw objects up to 4 in his/her notebook.

## Test Yourself



- Draw dots according to the number:
- 1 2 3 4
- Match the groups of the same number of items:



- Color according to the number in each row:
- Tick ( ✓ ) the set that has 2 groups of 2:



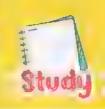
practicel

. Incorrela

with the values

Lessons

## (A) Counting numbers up to 5







Count and match the equal numbers:













Ask your child to count the days he/she spent in school and ask him/her to draw a circle around the day
he/she spent in the school on the calendar.

## Circle the group of 5 objects:

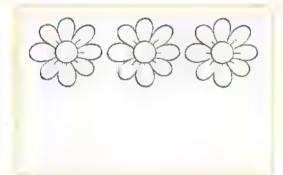


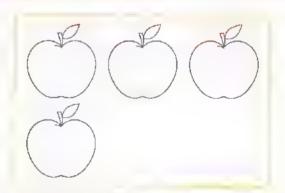






### Draw to get 5 objects in each group:









#### Parents' Tips:

- Ask your child to count objects (toys stickers) from (1 5).
  Help your child count up to 5 by using marbles, spoons and pens.

## Look at the picture, then count and complete:



- There are \_\_\_\_\_ girls.
- There are 2 girls who have hair. (short / long)
- There are 3 girls who have \_\_\_\_\_ hair. (short / long)

### Circle the objects which have the same size in each row:

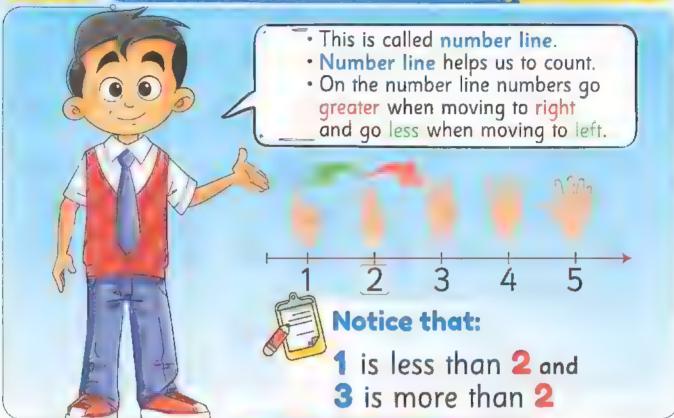




• Help your child compare among 4 and 5 objects by size, shape and color. Vocabulary: short, long

## (B) The number line





- Look at the above number line to color either less or more:
- 3 is less more than 2 4 is less more than 3

Practice

- 5 is (less) (more) than 1 2 is (less) (more) than 5
- 1 is less more than 3 4 is less more than 2
- 5 is less more than 3 2 is less more than 1



#### Now I can

- count objects up to 5.
- represent numbers up to 5 on the number line.

**Dally Practice:** 

Let your child tell you the name of the months of the year.
 Vocabulary: number line, more, less



## Test Yourself

- Count and color in the graph:
- Ex.



· Underline the most repeated object:









Circle the object which is different in color, shape or size in each group:

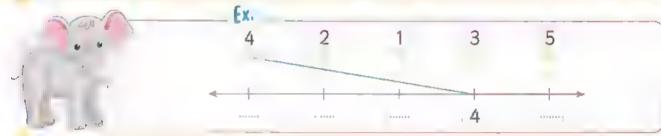




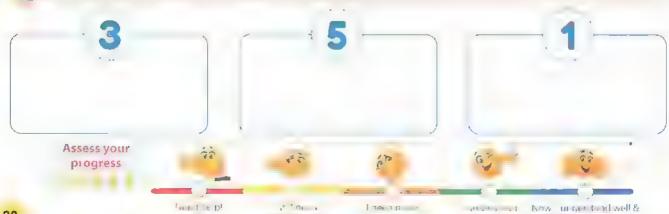


can help my classmates

**3** Complete and match:



Oraw objects according to the given number:



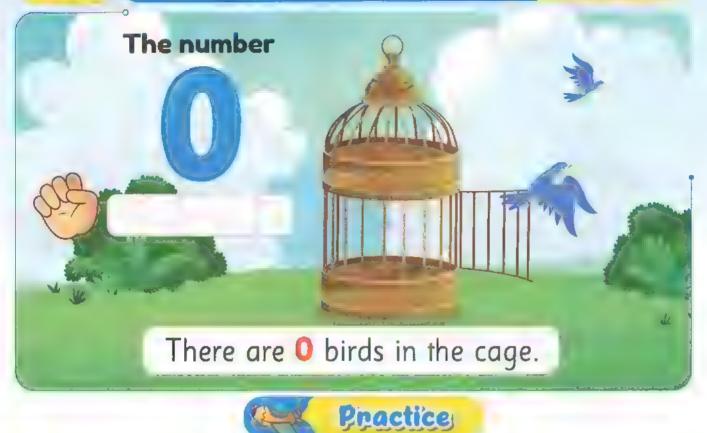
110,00

11 ← 1 ← ()

Lessons 728

## (A) The number 0









Count, then color the correct number:







#### Daily Practice:

 Ask your child to count the days of the week and ask him/her to draw a circle around the day he/she spent in the school on the calendar. Lessons 72.8

## (B) Writing numbers from (1-3)







Trace to write the number 1:



2 Trace to write the number 2:

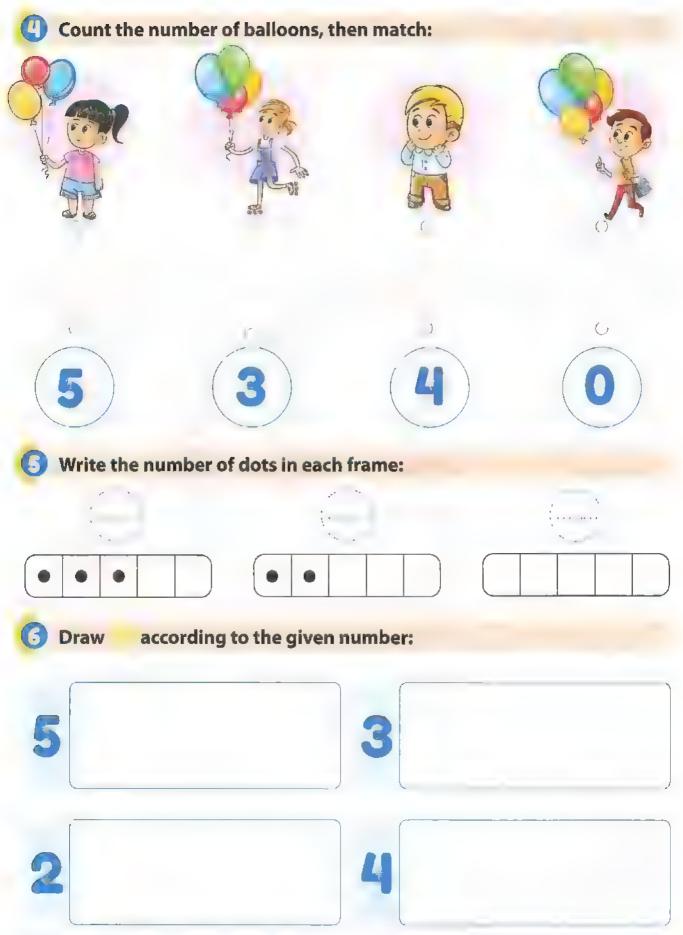


Trace to write the number 3:



Dally Practice:

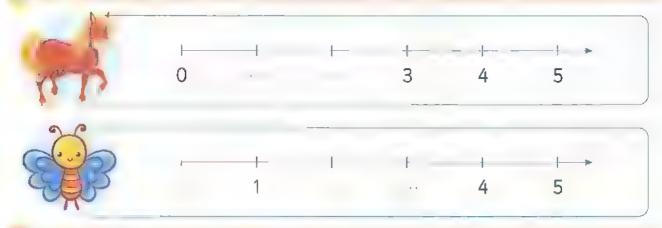
Let your child tell you the name of the days of the week.
 Vocabulary: zero



#### Parents' Tips:

 Help your child recognize the number 0 and ask him/her to count some objects from (0 - 5) and represent numbers by using his/her fingers.

### Complete the numbers on the number line:

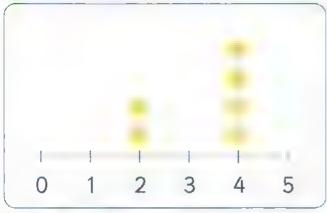


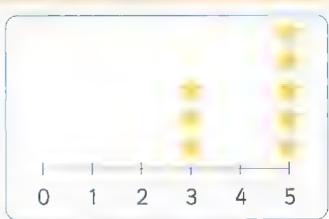
### 1 Look at the picture, then complete:

- There are
- There are
- · There are
- There is .....
- There is .......



#### Oraw on the number line to show each number:







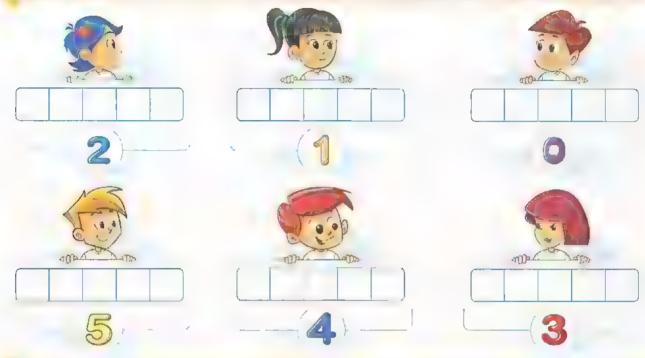
#### Now I can

- write numbers 0, 1, 2 and 3.
- represent numbers up to 5 on the number line.

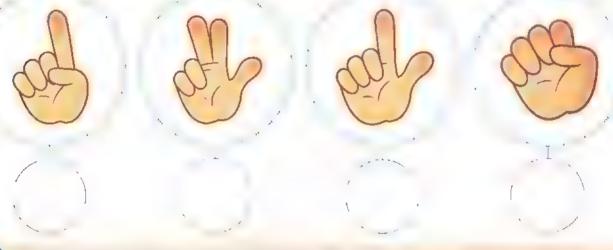
## Test Yourself



Oraw dots in each five frame according to the given number:



Count and write the number:



Complete drawing to reach the number:



Lessons 9&10

## Writing numbers up to 5



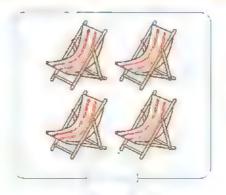


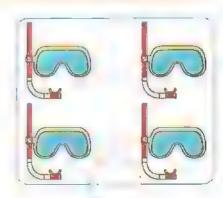




Count objects and write the number:







### Daily Practice: Ask your child

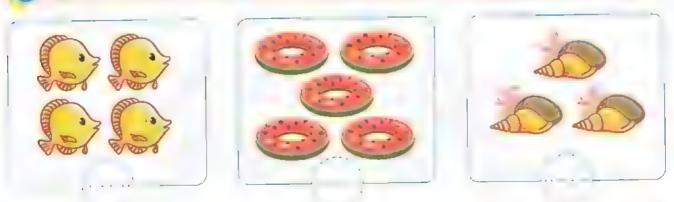
Ask your child to tell you the name of the current month and ask him/her to draw a circle around the day
he/she spent in the school on the calendar.



#### Trace to write the number 5:



#### Tick (✓) the group of 5:



#### Parents' Tips:

• Help your child count and write the numbers (0 - 5) by giving him/her a bunch of flowers and help him/her count them up to 5.



## Practice



## Look at the picture and answer:

How many are there?





How many are there?



How many ore there?



How many are there?



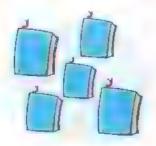
How many one there?



Count objects in each group and write the number:

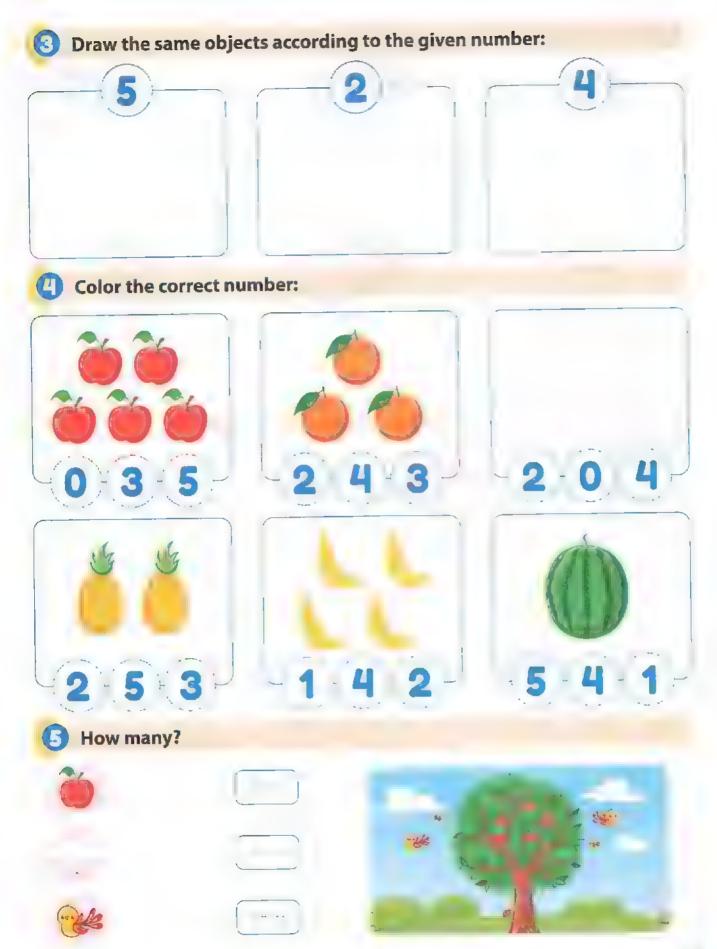






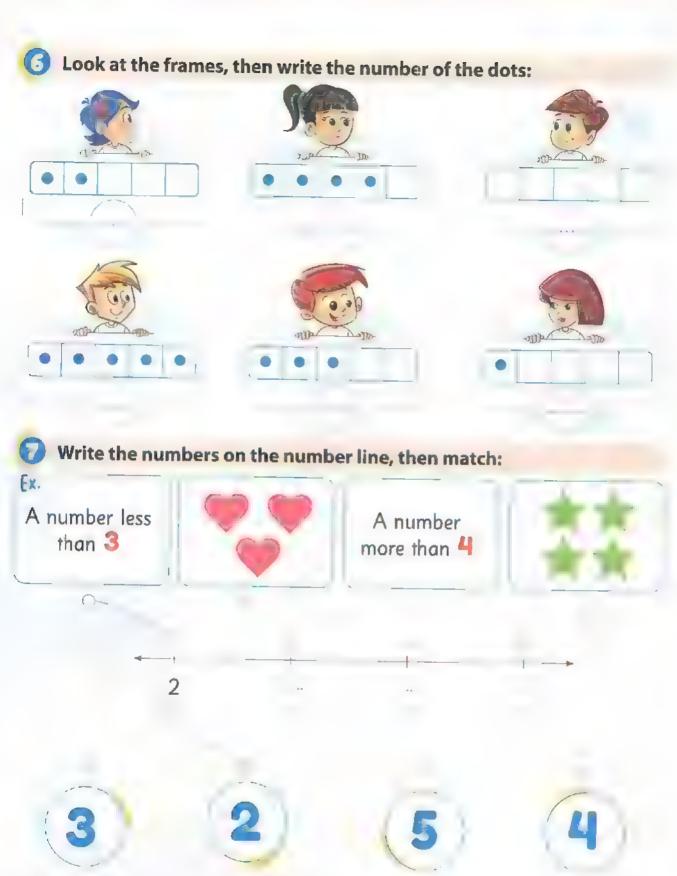






Parents' Tips:

Let your child represent the number using the five frame.





#### Now I can

- write numbers (0 5).
- arrange numbers (0 5) on the number line.



• Let your child count objects around him/her from 1 · 5.

# Test Yourself

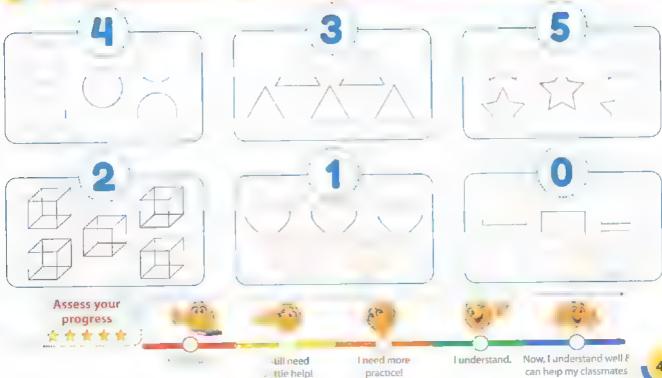


Count the dots, then match:





- Write the missing numbers, then complete:
  - 3
  - 0 is less than 5 is more than 1 is less than
- 3 is more than and less than 4 is less than and more than
- Color to reach the given number:

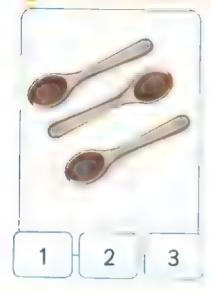




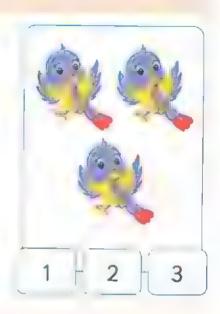
## General Practice

Chapter

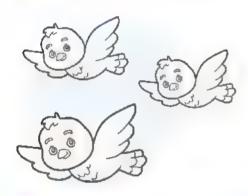
## Circle the number of objects in each group:







## O Color the biggest object in each group:







## Circle the object of the different size in each group:







## Count and write the number:



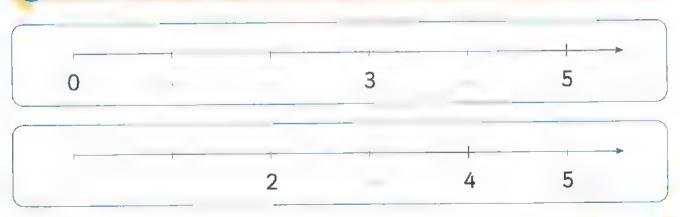
· Circle the object which is the most:



Underline the objects that have the same color:



Complete the missing numbers on the number line:



## Count, then color to show the number:



Circle the object of different shape in each row:



Match:















## Peging stuide

Lessons: (11&12) Counting numbers up to 7
Outcomes

- Read and write the numbers 6 and 7.
- Count numbers up to 7.
- Represent quantities up to 7 using pictures.
- Answer questions about data.

Lessons: (13&14) Counting numbers up to 9
Outcomes

- Read and write the numbers 8 and 9.
- Count numbers up to 9.
- Represent quantities up to 9 using pictures.

Lessons: (15&16) Counting numbers up to 10 Outcomes

- Read and write the number 10.
- Count numbers up to 10.
- Represent quantities up to 10 using pictures.

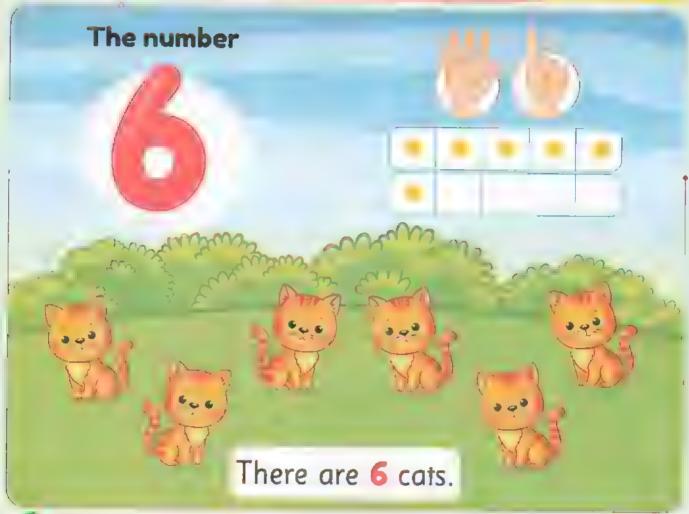
Lessons: (17&18) 1 less and 1 more

#### Outcomes

 Recognize numbers that are 1 less and 1 more than a given number. Lessons

## Counting numbers up to 7







## Trace to write the number 6:





## Count, then color the group of 6 objects:

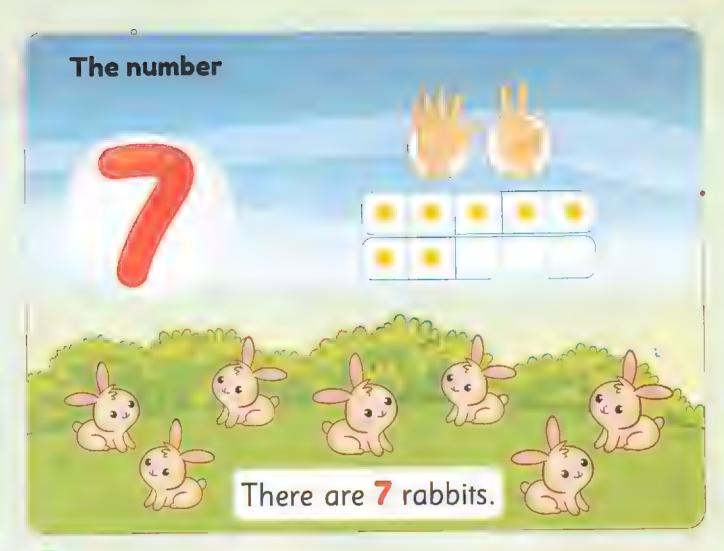






## Daily Practice Ask your ch

- Ask your child to tell you the day before and the day after today, then ask him/her to draw a circle around
  the day he/she spent in the school.
- Let your child tell you the name of the 7 days of the week.

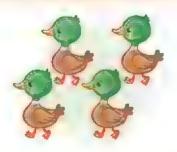




## Trace to write the number 7:









#### Parents' Tips:

Help your child recognize the number 7 and ask him/her to draw 7 stars.



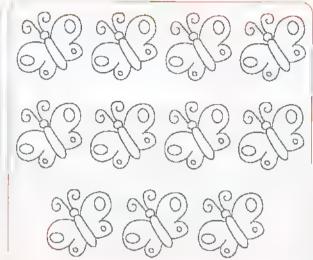
## Practice





## Color 6 objects in each group:







## Underline groups with seven items:









## Draw 3 dots more, then write the total number:









Parents' Tips:

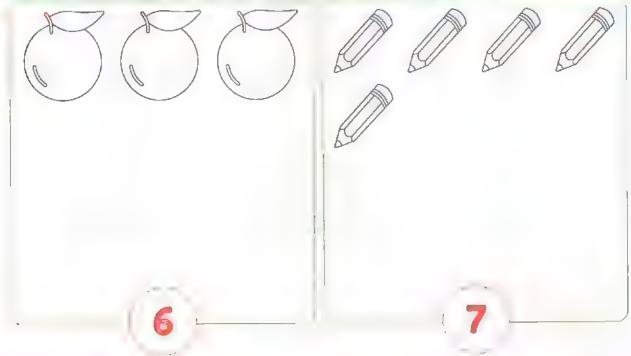
• Help your child count some objects up to 7 and ask him/her to tel, you the 7 days of the week.



## How many objects are there in each group?





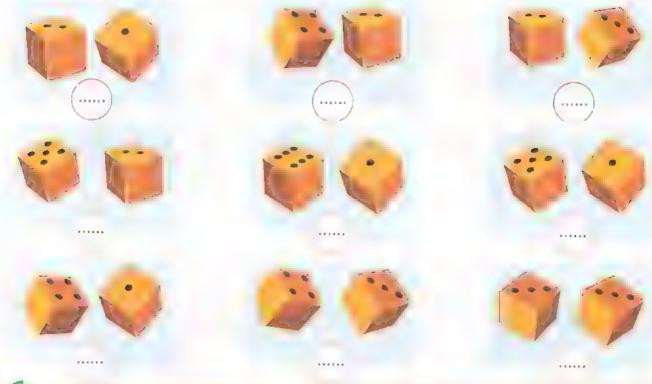


Parents' Tips

<sup>•</sup> Help your child count some objects up to 7 by using his/her toys, fingers or the paper of the notebook.



## Write the number of dots:





### Match:





- Now I can
  count and write numbers up to 7.represent numbers 6 and 7 using pictures.

• Let your child know that we can get the same number of objects by regrouping it in different ways like we can get 7 dots using 3 dots and 4 dots.

## Test Yourself

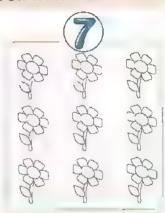




Color the objects in each group according to the given number:



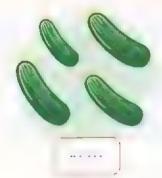


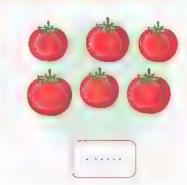




How many objects are there in each group?





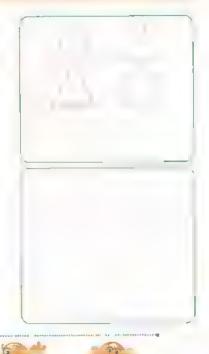




Draw to get 6 objects in each group:







Assess your progress







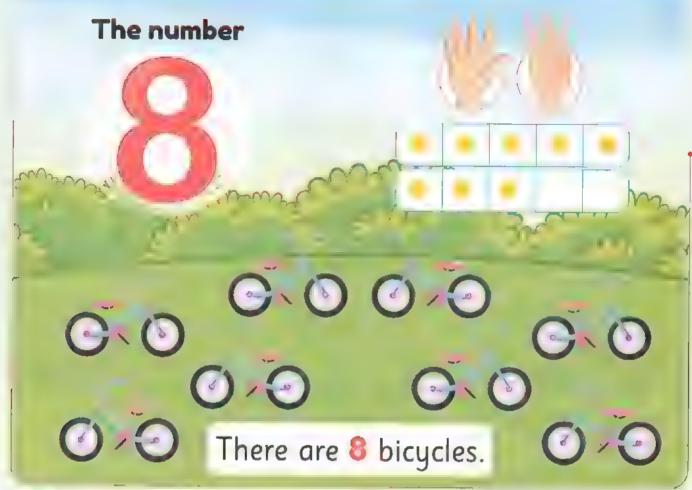
Lunderstand

Now, understand well & can help my classmates.

Lessons

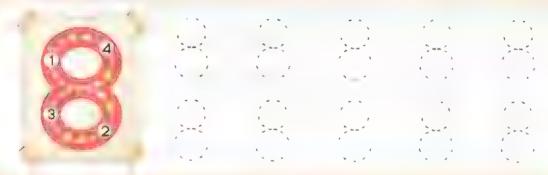
## counting numbers up to 9







### Trace to write the number 8:





## Tick (✓) the group of 8 objects:







 Ask your child to mention months which have 31 days, then ask him/her to draw a circle around the day he/she spent in the school.



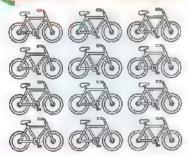


## Trace to write the number 9:





## Color 9 objects in each group:







#### Parents' Tips:

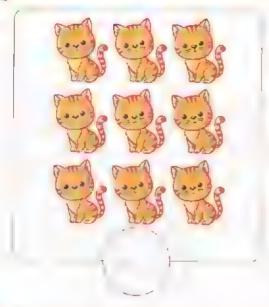
• Encourage your child to write the number 9.

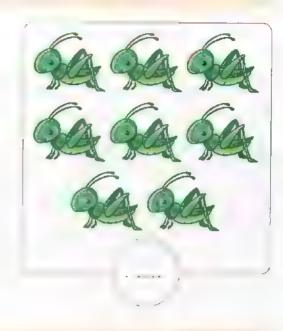
## Practice





## Count and write the number:





9

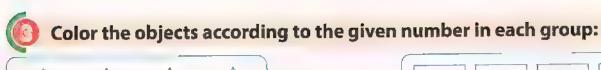
## Draw dots in the five frames to show the given numbers:

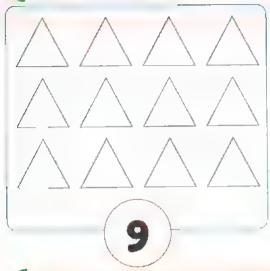
8 6

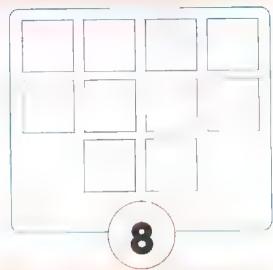


Parents' Tips:

• Help your child count the objects up to 9 by using his/her fingers or cubes game and ask him/her to write the number.







Match each picture with the suitable number:

























### Now I can

- count numbers up to 9.
- read and write numbers 8&9 and represent them using pictures.

#### Parents' Tips:

Help your child count objects up to 9 by using marbles or crayons.



# Test Yourself



## Count the same items in each group, then color the correct number:







### Match each picture with the correct number:













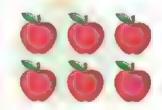












Assess your progress







st need a ditte he p

I need more practice!

Lungerstand

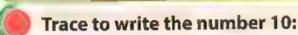
Now Lunderstand we & cat help my cussmates.

Lessons

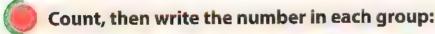
## Counting numbers up to 10



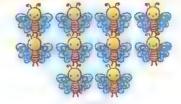














#### **Daily Practice:**

Ask your child to tell you the months of the year in order, then ask him/her to draw
a circle around the day he/she spent in the school.

## Practice





### Count and match:



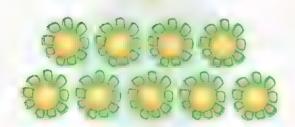














## 1

## Draw dots in five frames to make the written number:

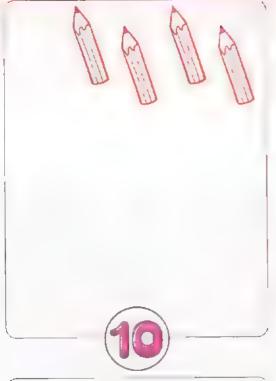
10 9 8

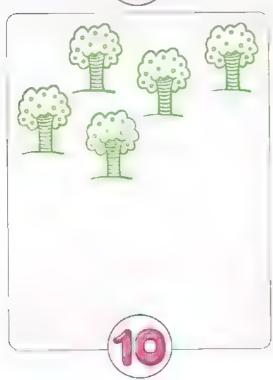


• Guide your child to count some quantities up to 10, then ask him/her to join them with the correct numbers.

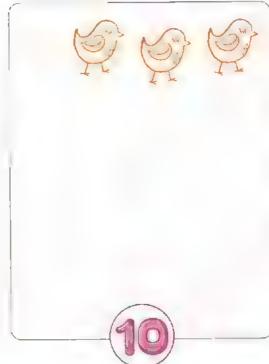


## Draw to make 10:











### Now I can

- read and write numbers up to 10.
- represent numbers up to 10 using pictures.

#### Parents' Tips:

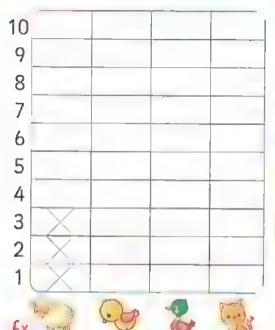
Help your child draw some objects to reach the number 10.

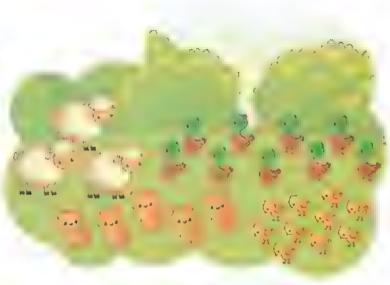


## Test Yourself



## Look at the picture, then represent the data by putting x's, then answer:





Circle the object which is the most repeated.















## Count the dots and write the number:



I still need a little help!

I need more practice!

Lunderstand.

Now, I understand we I & can help my classmates.

## 1 less and 1 more



One Less My Number One More

just Lefore 3

just after 3

2

is 1 less than

and comes just before it.





is 1 more than and comes just after it. 3

#### Daily Practice:

Ask your child to tell you the months of the year in order, then ask him/her to draw
a circle around the day he/she spent in the school.

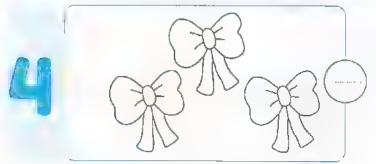
Vocabulary: one less, one more, comes just after, comes just before

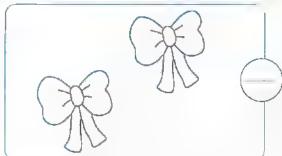
## Practice

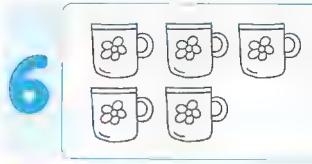


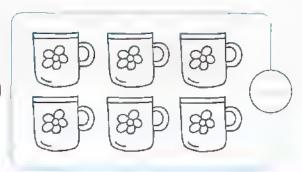


Count and write the number, then color the group that has 1 less than the given number in each row:







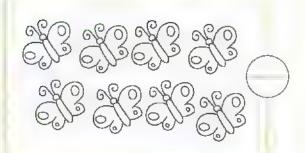


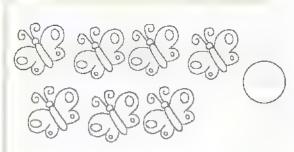












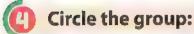


• Help your child find 1 less and 1 more than a given number, by using a set of cards that have the numbers from 1 up to 5.



Circle the picture that is one less and underline the picture that is one more in each row:

















#### Parents' Tips:

 He p your child recognize the number that is 1 less and 1 more than a given number by using a set of cards that have numbers from 6 up to 9.





### Count, then join to get 10:















## Draw as required:

Draw a number of  $\triangle$  that has 1 more than 6.

Draw a number of that has 1 more than 8.

Draw a number of • that has 1 less than 9.

Draw a number of \* that has 1 less than 4.



## Now I can

• find a number that is 1 less or 1 more than a given number.



#### Parents' Tips

• Let your child know how to find a number comes just after or just before a given number from 1 to 9.

## Test Yourself





### Draw objects in each row that are 1 less and 1 more than the given number:



Assess your progress 合合合合合











I still need a ittle help!

I need more pract cel

Now, understand well & Lunderstand. can help my classmates.

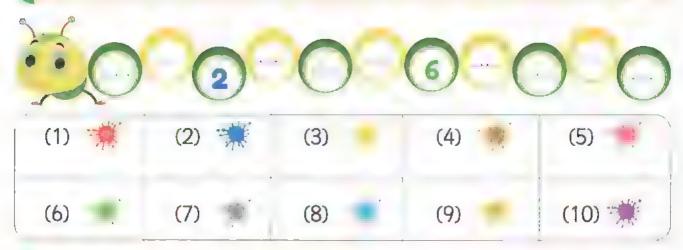


## Granging Properties

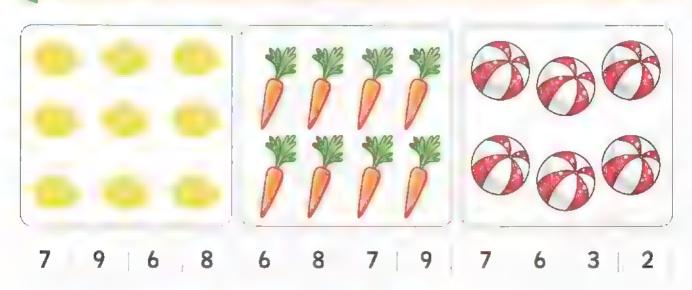
Chapter

2

Complete the missing numbers, then color according to the given key:



## Count and circle the correct number:







## Color the boxes to show how many objects are there:



How many?

Circle the most repeated object:







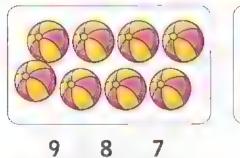




Draw dots in the five frames to get 1 more than the given number:



## Color the number which is 1 less than the number of objects in each group:



8 7





10



## Choose and write the number that comes just before the given number:





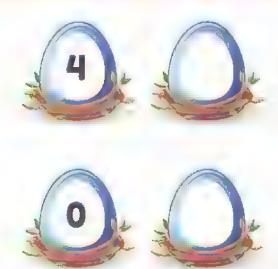






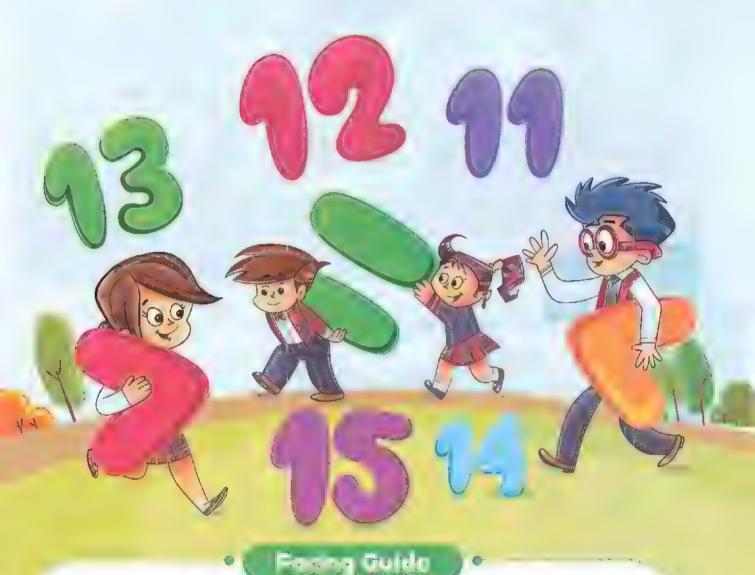
## Write the number that comes just after the given number:





# Chemin





Lesson: (19) Numbers 11, 12 and 13

#### Outcomes:

- Read and write numbers 11, 12 and 13.
- Count up to 13.
- Represent numbers 13, 14 and 15 using pictures.

Lesson: (20) Comparing numbers using (greater than, less than, and equal to)

#### Outcomes:

 Recognize the terms of greater than, less than and equal to. Lessons: (21&22) Numbers 14 and 15

#### Outcomes:

- Read and write numbers 14 and 15.
- . Count up to 15.
- Use terms: greater than, less than, and equal to.

Lessons: (23&24) Comparing numbers using symbols (< , > , =)

#### Outcomes:

- Count from (0 15).
- Compare numbers using the symbols (< , > and =).

Lesson 19

## Numbers 11, 12 and 13





### Trace to write the number 11:





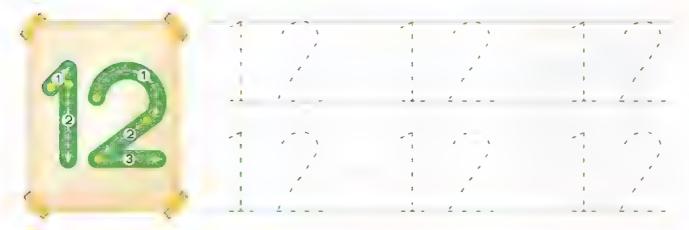


 Ask your child to tell you the months in order, then ask him/her to draw a circle around the day he/she spent in the school.





### Trace to write the number 12:







#### Parents' Tips:

- Help your child trace the points and write the number 12.
- Help your child represent the number 12 using his/her toys, marbles or balloons.







### Trace to write the number 13:





Cross out 13 #:

(Cross out means X)





Parents' Tips:

• Help your child recognize the number 13 by using the cubes game and let him/her write the number a few times



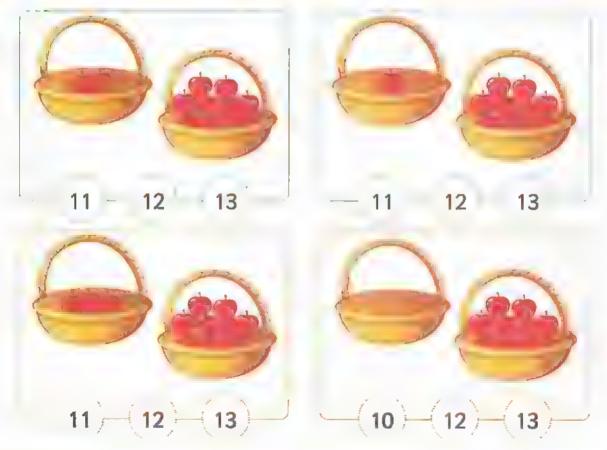
## Practice

## 0

### Count and write the number of objects in each card:

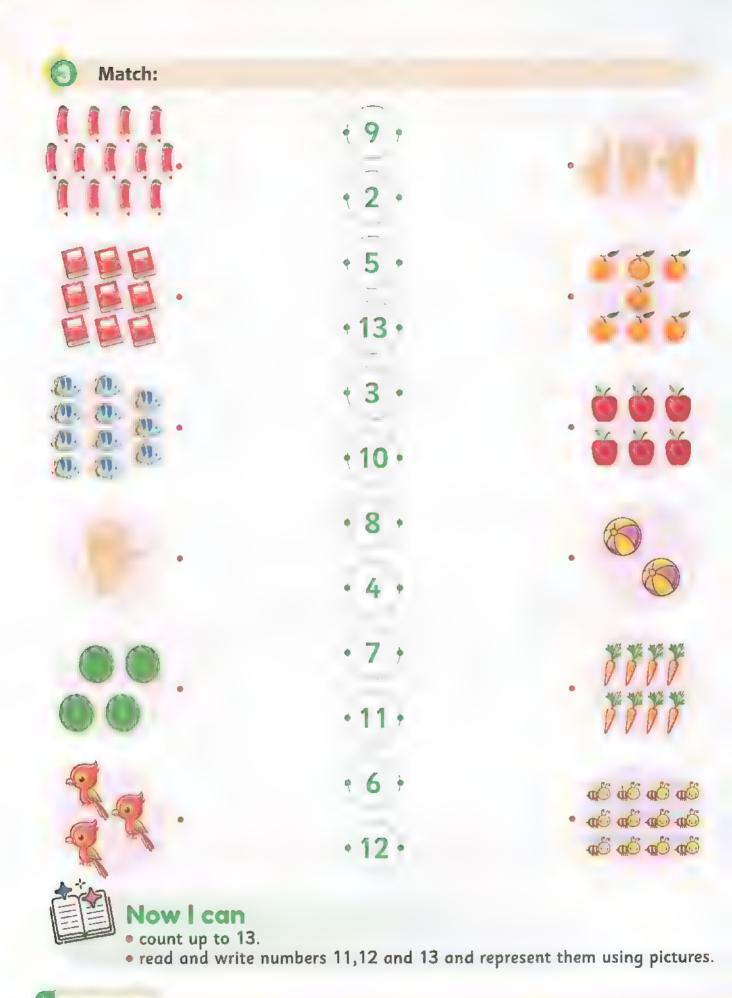


## Count apples and color the correct number:



#### Parents' Tips:

He p your child count some objects as the crayons box, then ask him/her to write the numbers 11, 12 and 13



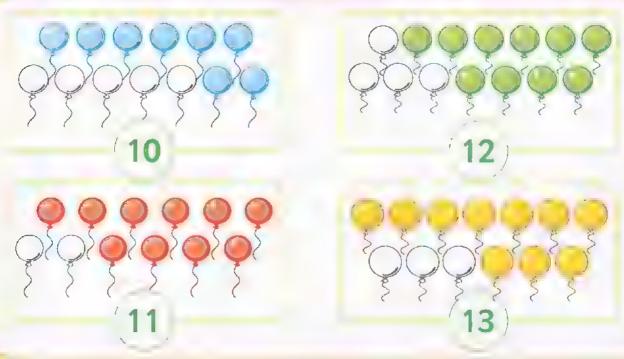
Parents' Tips:

Ask your child to count carefully the number of objects.

# Test Yourself



Complete coloring according to the given number:



Draw dots to get the given number:



Complete:

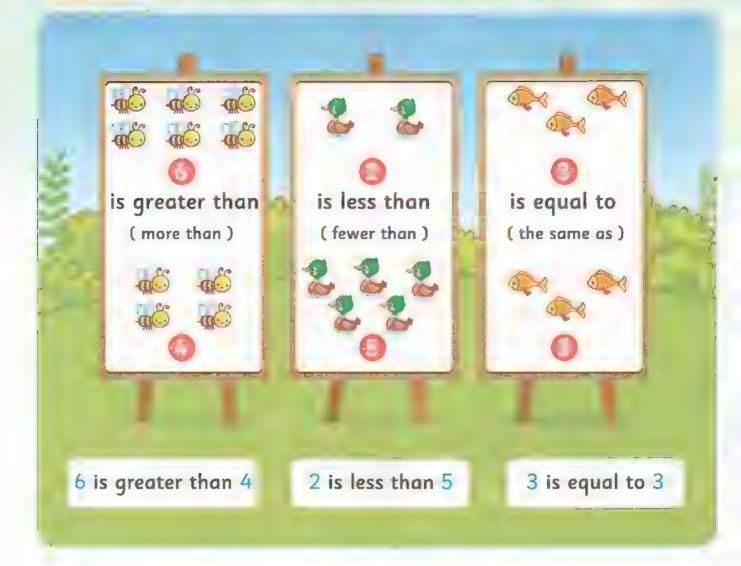


alittle nelp!

Lesson 20

## Comparing numbers using (greater than, less than, and equal to)







## Notice that:

is (less than)

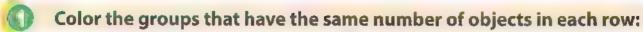
is (greater than)



 Ask your child to tell you the number of days of the current month, then ask him/her to draw a circle around the day he/she spent in the school.



# Practice







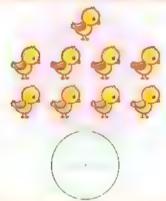


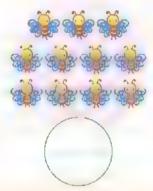




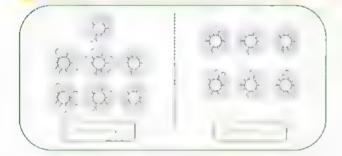








# Count, then color the least number of objects in each group:







## Now I can

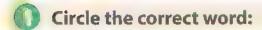
• determine the word greater than as ( more than ), the word smaller than as ( less than ) and the word equal to as (the same as).

#### Parents' Tips:

- Draw two groups of some objects and ask your child to color the greatest group in red.
- Let your child know that comparing between groups means to see if the groups are with the same or different number.









is (greater than / less than)



is ( greater than / less than )



is ( equal to / less than )



Put each number in its correct place:



is greater than is less than



is less than

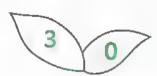
Color the smaller numbers in yellow and the greater numbers in red:





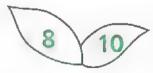


















Assess your progress





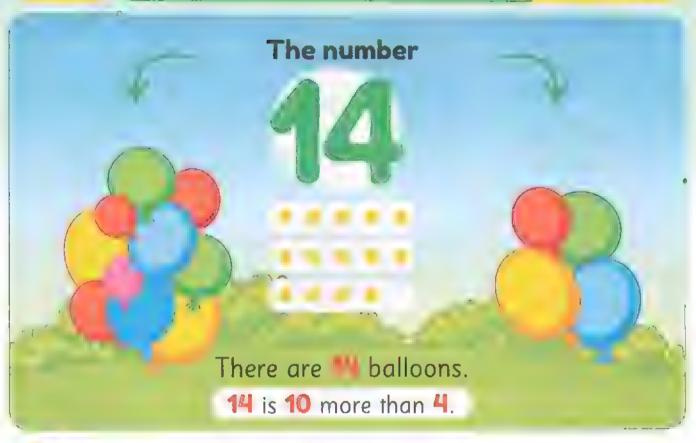


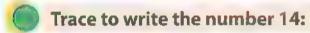




# Numbers 14 and 15









.

Circle 14 🔊:



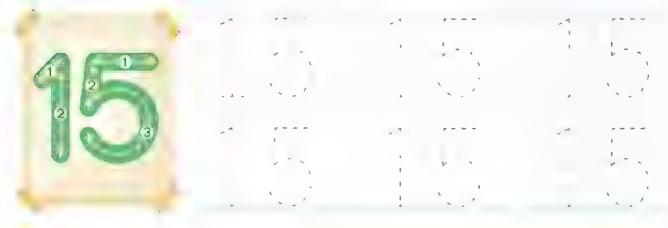
#### Daily Practice:

 Ask your child to count how many days he/she has been in school, then ask him/her to draw a circle around the day he/she spent in the school.





## Trace to write the number 15:





## Color 15





#### Parents' Tips:

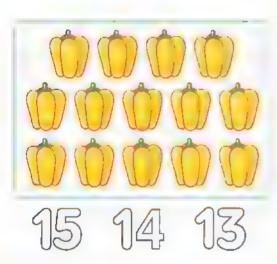
- Help your chird trace the points to write the number 15.
- Help your child represent the number 15 using five frames and pictures and count the numbers up to 15 using marbles.



# Practice

Count the items in each group and circle the correct number:

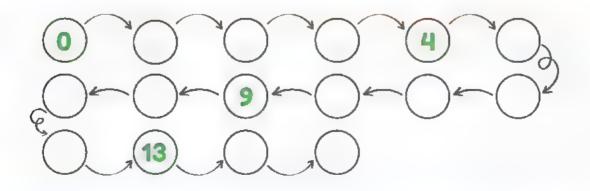




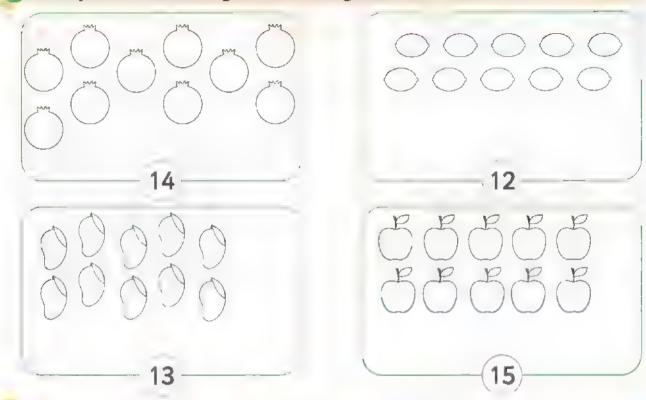


2222 2222 2222 2222 23 25 14 13

Complete the missing numbers:



# Complete the drawing to show the given number:



## (I) Count, then compare using (greater than, smaller than, or equal to):





## Now I can

- read and write numbers 14 and 15.
- represent numbers 14 and 15 using pictures.

#### Parer ta Tips

· Ask your child to count after a number to get another number (for example ask him/her to count after 11 to get 15).



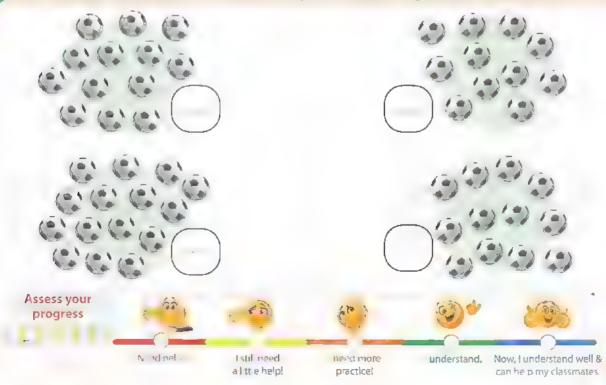




Write the number and tick (√) the group that is less:



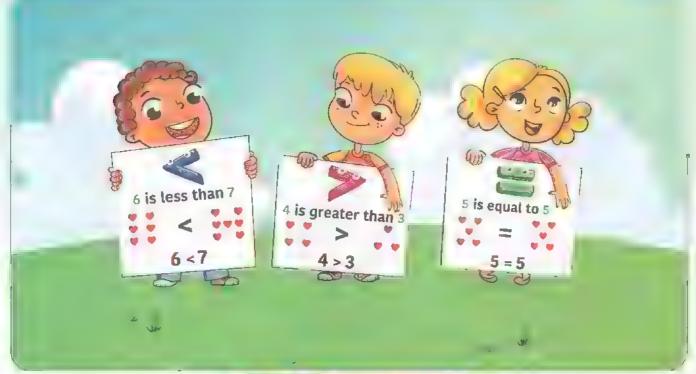
Write the number and circle the group that is greater in each row:



Lessons 23624

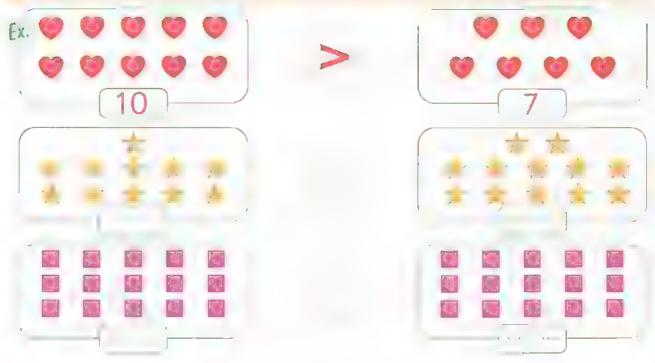
# symbols (<, > or =)







Write the number of objects in each group, then put the suitable symbol (<, > or =):





Daily Practice

Ask your child to look at the calendar and help him/her count days of school, then ask him/her to draw a circle
around the day ne/she spent in the school.

# 0

# Compare the following numbers by using (<, > or =):



















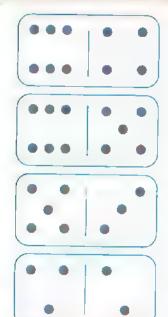


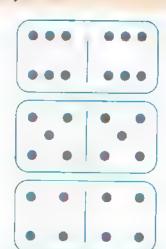
#### Parents' Tips:

• Help your child use symbols (<, > or =) to compare numbers.

# 0

# Count the dots and put the suitable sign (<, > or =):





Compa

# Compare using (<, > or =):

14	15
	8
13	
14	





Now I can

compare numbers using symbols (<, > or =).



Parents' Tips

Make two different groups of stick and ask your child to compare between their numbers.



Count, then compare using (< , > or =):



Circle the numbers:

-					40
•	That	are	less	than	12:

Indic	ure	1622	tiluit 12.	
10		1	5	8
5		1	1	14

# • That are greater than 5:

9	7	2
3	6	5

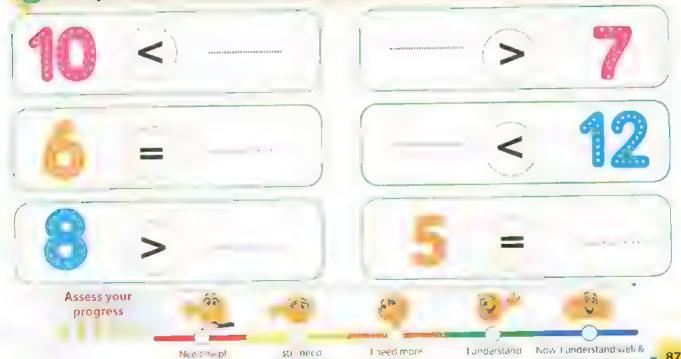
# • That are greater than 9:

12	13	11
8	10	7

# • That are less than 10:

13	8	7
12	11	9

## Complete with a suitable number:



a nate help

practicel

can help my crass mates.



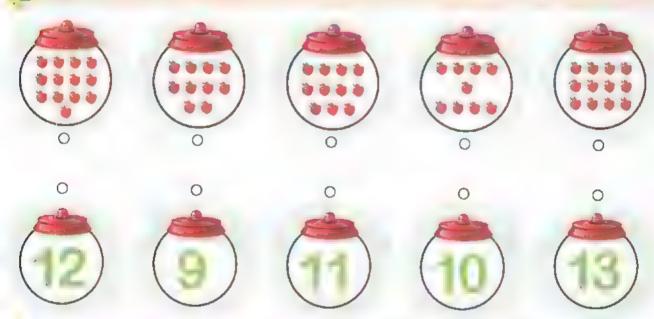
# General Practice



Count the dots in five frames and write the number:

3 9 4	· · · · · · · · · · · · · · · · · · ·	6 11 6
1 S	8 N	
• • •	, 83	

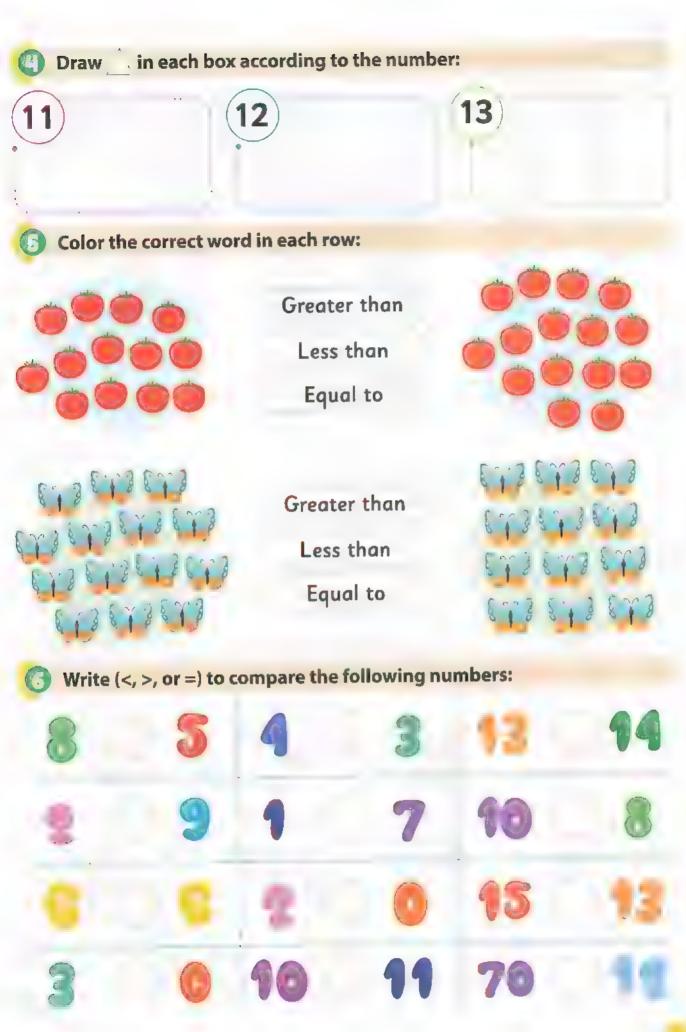
Match:



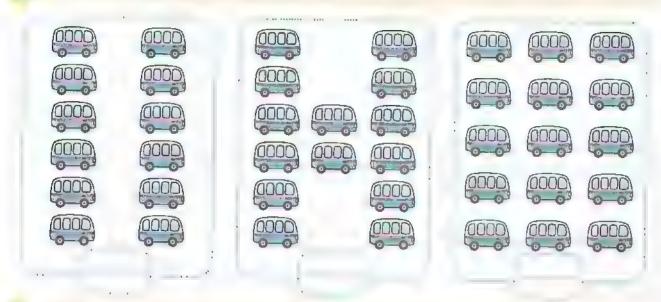
Put the suitable sign (<, > or =):



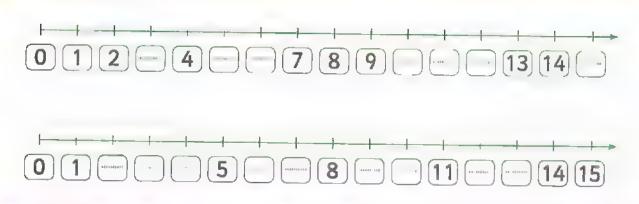




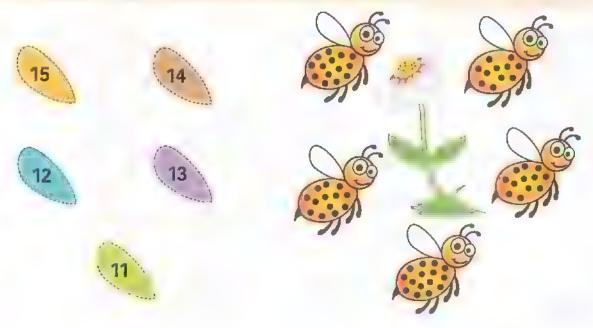
# Count, then write the number:



# Complete the missing numbers on the number line:



# Count the dots of each bee, then color the empty wings according to the numbers key:



# Chepter





Pasing Guide

Lessons: (25&26) Numbers 16 and 17

#### Outcomes:

- Read and write numbers 16 and 17
- Count numbers up to 17.
- Represent numbers 16 and 17 by using pictures.

Lesson: (27) The picture graph

#### Outcomes:

- Recognize the picture graph.
- Represent data by using the picture graph.

Lessons: (28&29) Numbers from 18 to 20

#### Outcomes:

- Read and write numbers 18, 19 and 20.
- Count numbers up to 20.
- Represent numbers 18, 19 and 20 by using pictures.

Lesson: (30) The bar graph

#### Outcomes:

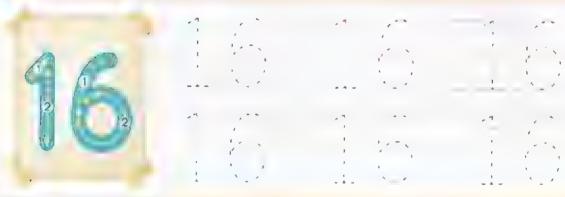
- Recognize the bar graph.
- Represent data by using the bar graph.

# Numbers 16 and 17



# The number There are II fish. 16 is 10 more than 6.

# Trace to write the number 16:









 Ask your child to mention the day of today and the day before and the day after, then ask him/her to draw a circle around the day he/she spent in the school.



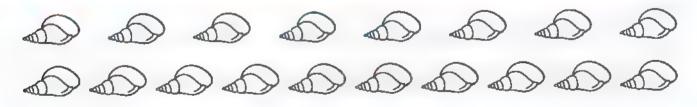


## Trace to write the number 17:





# Color 17 🔊:

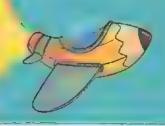


#### Parents' Tips:

Help your child count some macaroni up to 17 and practice writing numbers 16 and 17.

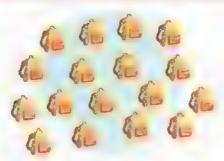


# Practice



# 0

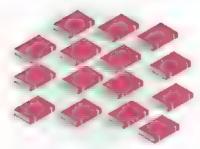
# Count, then underline the correct number:



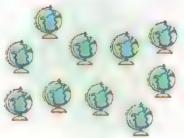
15 16 17



17 15 16



15 16 12



10 17 15



# Color the correct numbers:

13 is 10 more than



16 is 10 more than



11 is 10 more than



15 is 10 more than





# Now I can

- read and write numbers 16 and 17.
- represent numbers 16 and 17 using pictures.
- count up to 17.



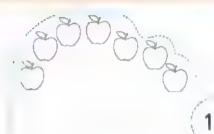
#### Parents' Tips:

• Help your child count in order correctly and ensure that he/she doesn't miss a number while counting.

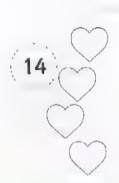




## Draw to get the written number:







## Color the correct numbers:

is 10 more than 2

is 10 more than 4

is 10 more than 3

**Assess your** progress 由青青青青









... is 10 more than 0

is 10 more than 7

is 10 more than 6





I need more

practicel



# The plantic graph



The following picture shows the favorite musical instruments for some students in class.



# The Picture Graph

The musical instruments.



- There are 2
- There are 4 💞



· There are 3 📻



• There is 1

# The Picture Graph

Is a graph or chart that uses different pictures to show data.



Daily Practice.

 Ask your child to tell you the name of the current month and the name of the month before and after it. Vocabulary

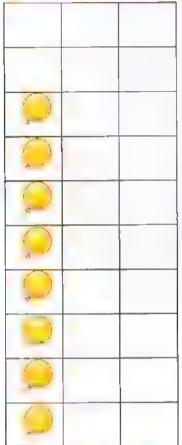
picture graph, data



# Practice



## Count each object and draw in the graph:





· How many



are there?

· How many



are there?







· How many



are there?



## Look at the following picture graph which shows the favorite hobby for some children and complete:

There are 6 children like



There are

like



· There are

like

like



There are





#### Parents' Tips:

 Help your child organize items and compare the results to answer some questions about them, such as which group has more.





# Look at the picture, count then color in the graph and answer the questions:



Use the suitable sign (> , < or =)

_	ose the suitable sign (
The number of	the number of 1/7,
The number of	the number of
The number of	the number of

# Now I can

- represent data by the picture graph.
- recognize that the picture graph helps us in organizing data and answering questions about these data.

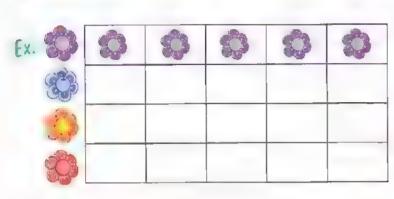


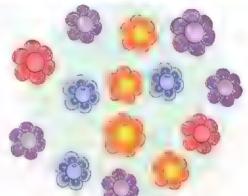
Ask your child to collect some data around him/her and represent them using picture graph.





Count each object and draw, then answer the questions about the favorite flowers for some children:





· Circle the correct answer:

Which flower is the most?

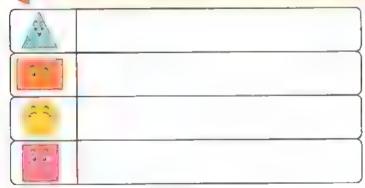
Which flower is the least?







Collect the opposite data to represent them in the following picture graph, then answer:





- · Draw the most repeated object
- · Draw the least repeated object
- · The number of



· The number of



• The number of



• The number of



Assess your progress



Lessons 20229

# Number from 18 to 20



# The number





# Trace to write the number 18:





# Circle 18 🔘:



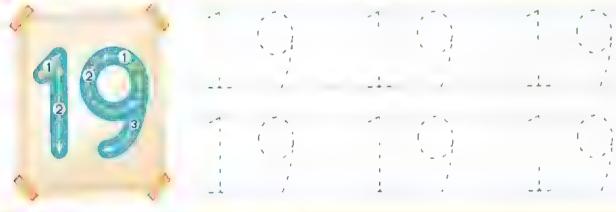
Dally Practice:

Ask your child to mention the months that come after and before January.
 Vocabulary:





# Trace to write the number 19:





Draw 19 🏥 :

#### Parents' Tips:

- Help your child trace the number 19 in the correct way.
- Help your child fill the five frames according to the given numbers by drawing inside and not by shading.

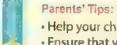




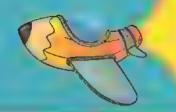
4 2 - 2



Color 20



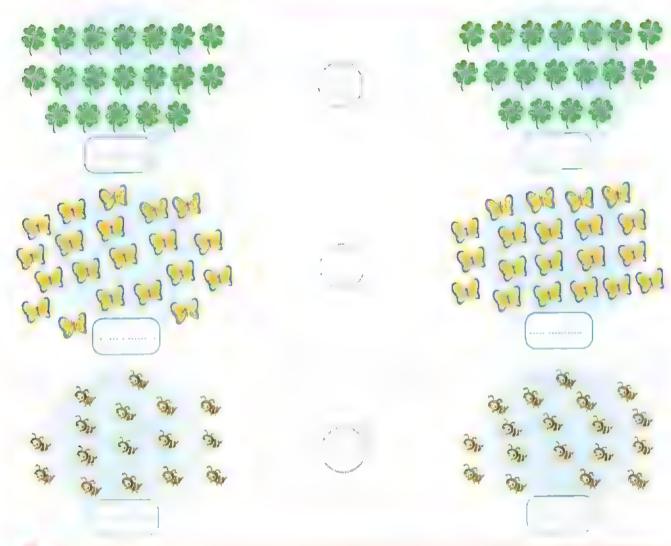
- Help your child trace the number 20 in the correct way.
- Ensure that your child fills the number 20 on the five frames by drawing dots.



# Practice



Count, then put (<, > or =):





Notice the number line and complete the missing numbers:



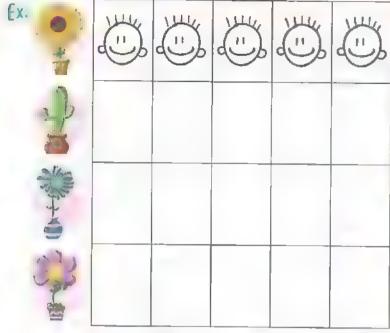
#### Parents' Tips:

Help your child count some objects in order correctly.

Help your child compare between two numbers.



# Draw to complete the picture graph, then answer the questions:





How many



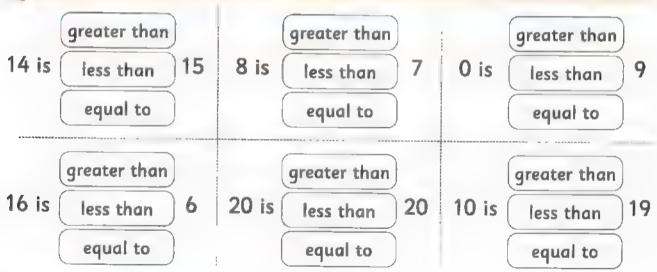
are there?

How many



are there?







## Now I can

- read and write numbers 18, 19 and 20.
- count up to 20.

## Parents' Tips

Ensure that your child can count up to 20.





Fill in the five frames according to the given numbers:



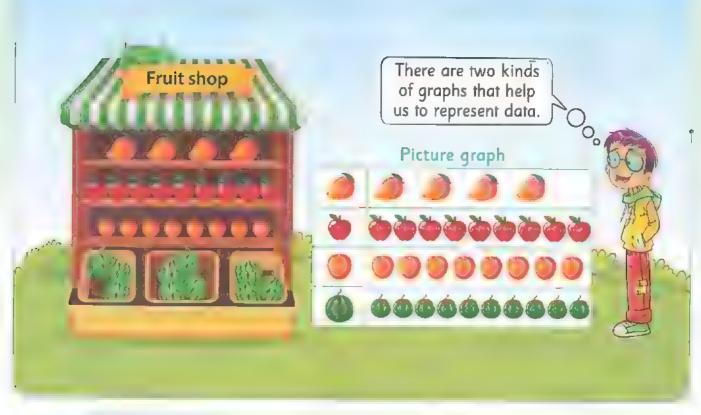


Color the number which is just before the given number in red and which is just after in blue:

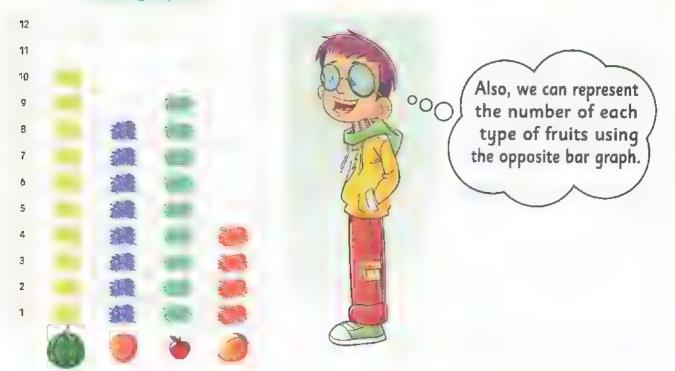


# The bar graph





## Bar graph

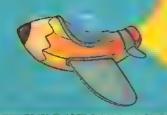




#### Daily Practice:

Ask your child to tell you the day of today and the day before and the day after.
 Vocabulary:

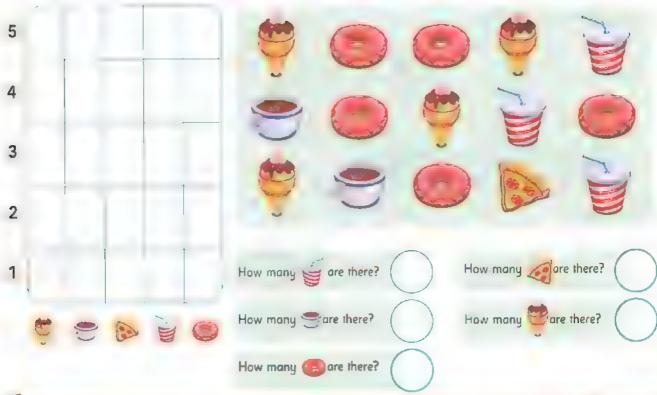
bar graph, data



# Practice



# Count, then color in the bar graph according to the number of each object:



# Count, then color to represent data by a bar graph, then answer:



### Tick (√) the correct animal:

- The animal that has the greatest number.
- The animal that has the least number.

















#### Parents' Tips:

Help your child learn to organize items into different categories by the pictograph and bar graph.





# Look at the pictures and organize them in the bar graph, then answer:







#### Blonde hair





## Now I can

• organize data on the bar graph and answer questions about these data.

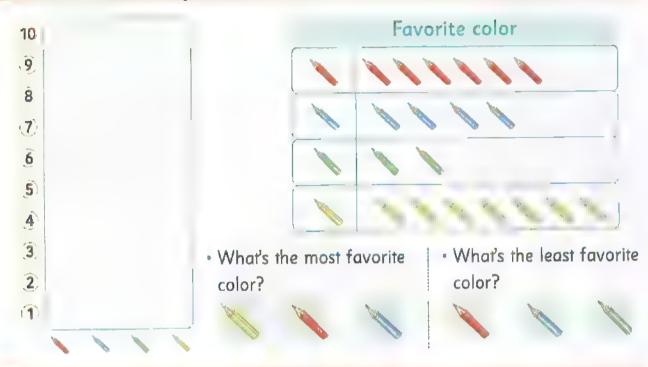


Help your child represent data using the bar graph.



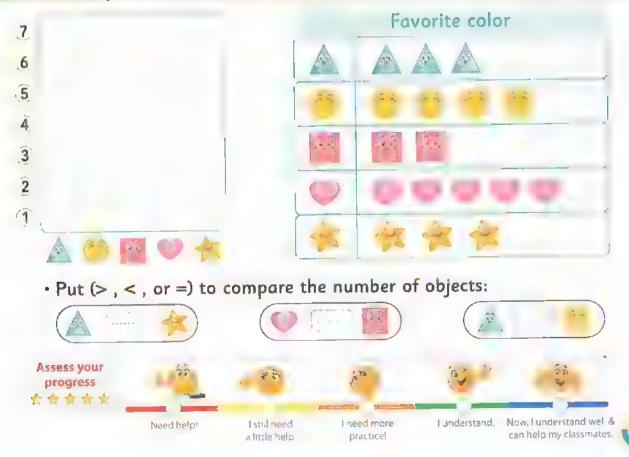


Look at the picture graph and represent its data in the bar graph, then answer the questions:





The given picture graph shows the favorite shape for some students in a class, represent these data on the bar graph, then answer the following:



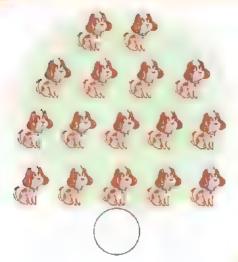


# General Practice

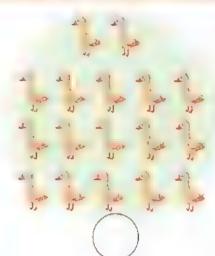




# Count objects in each group and write the number:



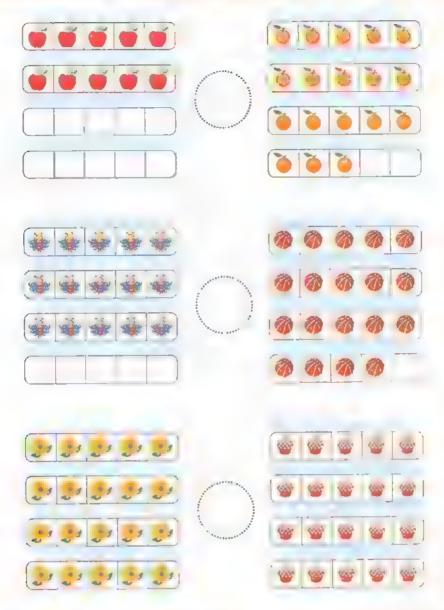




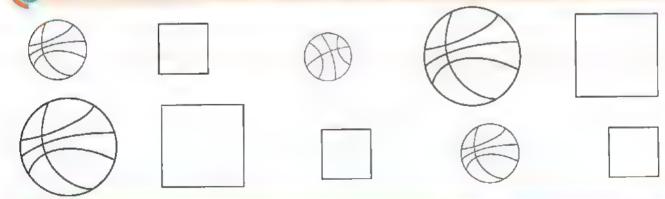
O

# **Complete:**

## Count, then put the suitable sign (<, > or =):





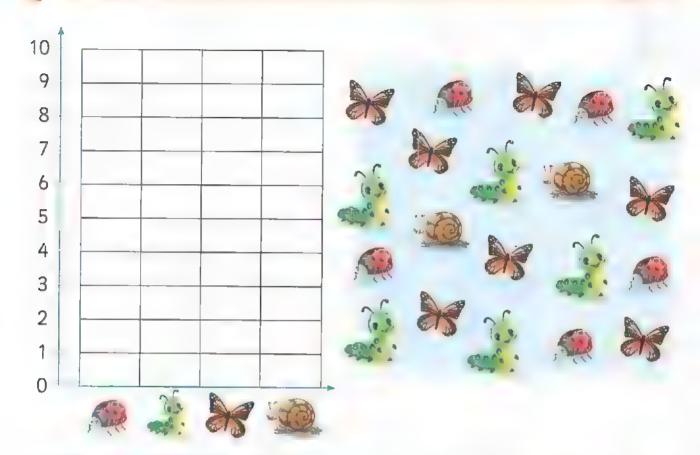








# Count each object and color in the bar graph:

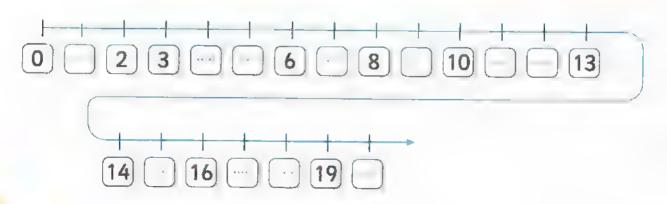








# Write the missing numbers:



# Chapter





## **Pacing Guide**

Lessons: (31 & 32) (A) Counting numbers up to 24 Outcomes:

Count, read and write numbers up to 24.
 (B) Classification by color

#### Outcomes:

Classify objects by color.

(C) Adding within 10 using pictures and objects

#### Outcomes:

Add within 10 using pictures and objects.

Lessons: (33 & 34) (A) Counting numbers up to 27 Outcomes:

Count, read and write numbers up to 27.
 (B) Addition story problems

#### Outcomes:

Add within 10 to solve word problems.

Lessons: (35 & 36) (A) Counting numbers up to 30 Outcomes:

Count, read and write numbers up to 30.

(B) Classification by shape

#### **Outcomes:**

· Classify objects by shape.

Lessons: (37 & 38) (A) Counting by 10's up to 30

#### Outcomes:

. Count by tens and ones up to 30.

(B) Classification by size

#### Outcomes:

· Classify objects by size.

(C) More addition problems

#### Outcomes:

Add within 10 using more strategies.

Lessons: (39 & 40) Components of 10

#### Outcomes:

- Recognize components of 10.
- Add to make 10 using different strategies.

Lessons 312 32

# (A) Counting numbers up to 24





Trace to write the number 21:

The number

There are 22 books.

The number 22 has 2 sets of tens and 2 extra ones.





Trace to write the number 22:

22



Daily Practice:

 Ask your child to count how many days he/she has been in school, then ask him/her to draw a circle around the day he/she spent in the school.



Trace to write the number 23:





Trace to write the number 24:

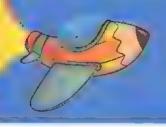


#### Parents' Tips:

- Help your child recognize numbers 21, 22, 23 and 24, then ask him/her to read and write them.
- Use marbles and cube game to count from 1 to 24.
- Let your child know that the 10 frame helps us count bigger numbers more quickly than 5 frame.



# Practice



24

20

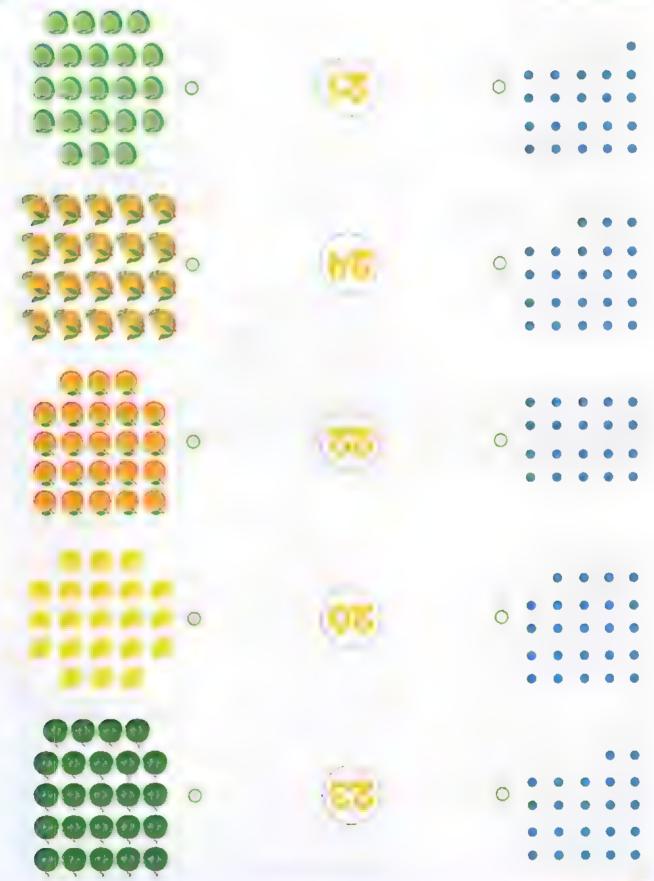
20

## Count objects in each group, then color the correct number:



Parents' Tips

Help your child count by using beans or macaroni up to 22.





Lessons

# (B) Classification by color







Circle the group of objects of the same color:

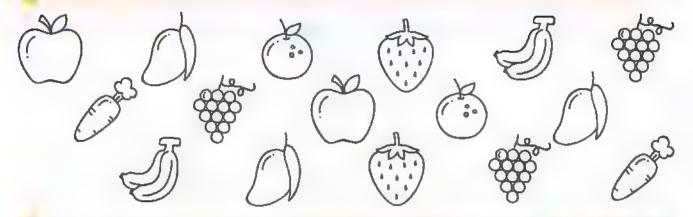




### Daily Practice:

Ask your child to mention the months which have 31 days, then ask him/her to draw a circle around the day
he/she spent in the school.

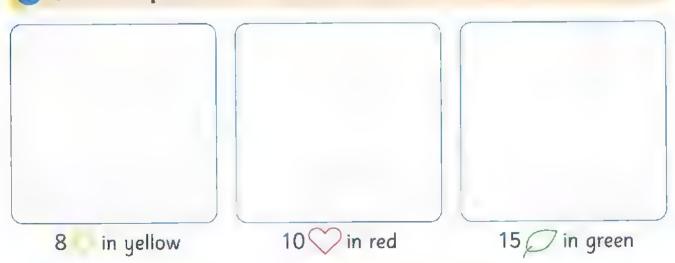
### Color the same objects in the same color:



Count the number of objects with the same color in each group, then write:



Oraw as required:



Parents' Tips:

Ask your child to sort some real objects by color

Lessons 31232

# (C) Adding within 10 using pictures and objects







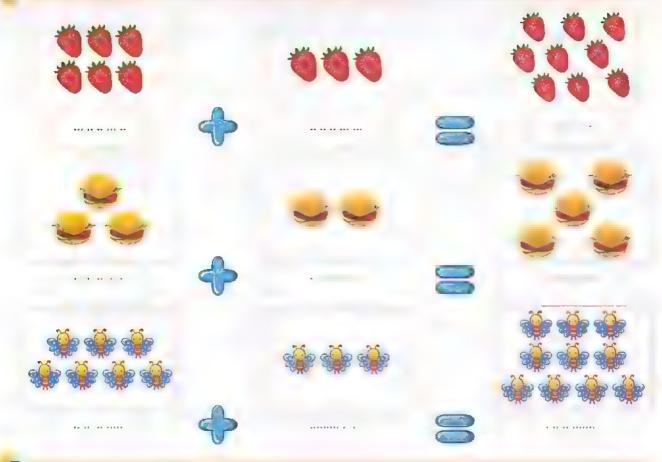
Look at the previous picture and complete:



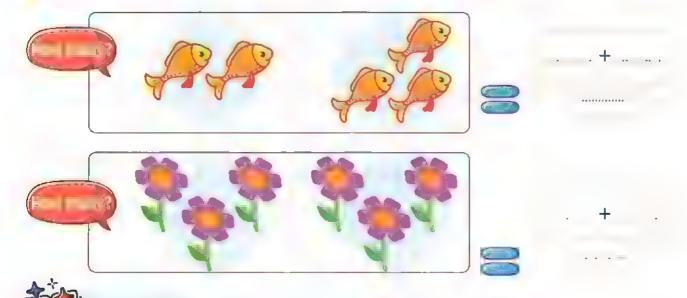
### Daily Practice:

 Ask your child to mention the day of today and the day that comes before and after it, then ask him/her to draw a circle around the day he/she spent in the school.

### Count, write the numbers and add:



### Add, then write the number:



- Now I can
   read and write numbers up to 24.
- classify objects by color.add within 10.

#### Parents' Tips:

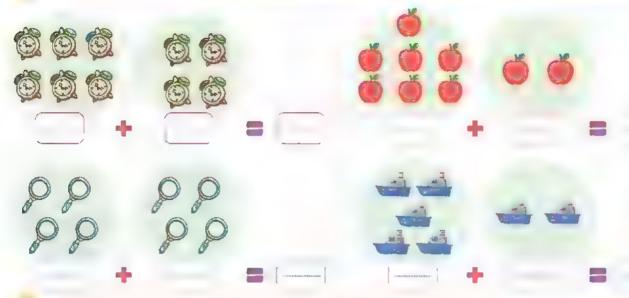
- Help your child add groups by using his/her fingers.
- Let your child know that adding two sets of objects means we put all the objects of the sets together and count them, then help him/her know that we use (+) to add two sets together and (=) to show us the total number of all objects.





# Test Yourself

Count and answer:



Count the number of dots in each frame, then add:



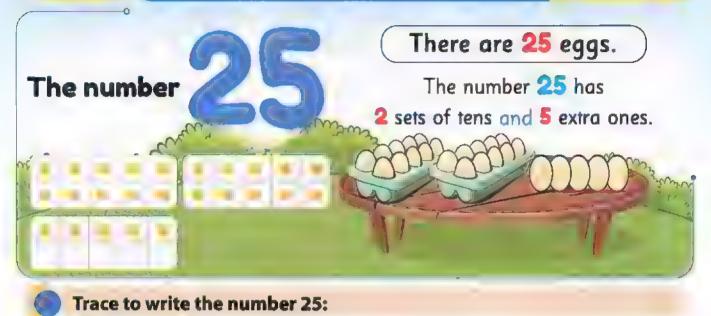
3 Add and complete:

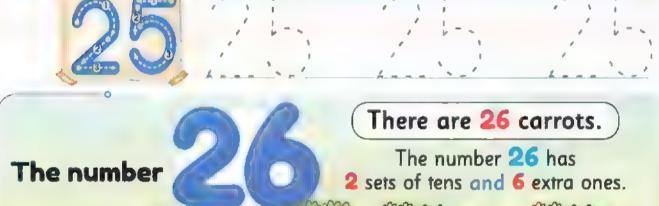


Lessons 33&34

# (A) Counting numbers up to 27







2 sets of fens and 6 extra ones.





#### Daily Practice:

Ask your child to count how many days he/she has been in school, then ask him/her to draw a circle around
the day he/she spent in the school.

Vocabulary: ten frame





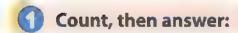






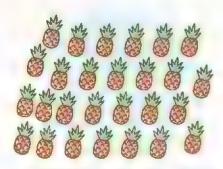








How many *>>>* are there?



How many \*\*
are there?



How many of are there?



• Help your child recognize the numbers 26 and 27, read and write them by tracing, then ask him/her to write them alone.

### Count, write the number, then compare using (< , > or =):



Help your child count by using beans or macaroni up to 27 and ask him/her to write the number.

Lessons 33&34

# (B) Addition story problems



### The story problem is a story with a math problem.

Ahmed has 3

His sister has 2

How many balloons with Ahmed and his sister together?













### Solve each of the following story problems:

Salma has 4 . Zainab gave her 3 .

How many wow does Salma have now?







Salma has now =

Yasser picked 5 🍅 and his friend Adam picked 5 🐞

How many build they pick in all?









They picked =











#### Daily Practice:

 Ask your child to mention the months that have 30 days, then ask him/her to draw a circle around the day. he/she spent in the school.

👩 Sara baked 4 🥌



and her sister Noha baked 5



How many 9



did Sara and Noha bake together?

They baked =





Ahmed has 6



and his father gave him 2



How many



does Ahmed have?

Ahmed has =









Yassin has 4



and he also has 3



What is the number of flowers does Yassin have in all?

The number of flowers =





flowers

Rasha saw 5 big fluffy clouds in the sky, then she saw 2 small fluffy clouds.

How many fluffy clouds did Rasha see all together?

Rasha saw =

fluffy clouds



- count, read and write numbers up to 27.
- solve addition story problems.

### Parents' Tips:

Help your child solve addition story problems by using objects and pictures.



# Test Yourself

Count and write the number of objects in each picture:

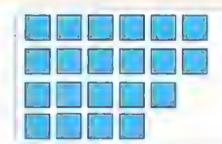






Draw to complete the given number in each group:





26

Read, then solve:



Laila had 3 🌉, her sister Perry had also 4 🌉.



How many Laila and Perry have together?

They had =







Yassin had 4 \_\_\_\_\_, and his friend Ammar had 7 \_\_\_\_\_.

How many marbles did Yassin and Ammar have together?

They had =



marbles

Assess your progress 食食食食食











Lunderstand. Now, Lunderstand well & can help my classmates.

Lessons 35&36

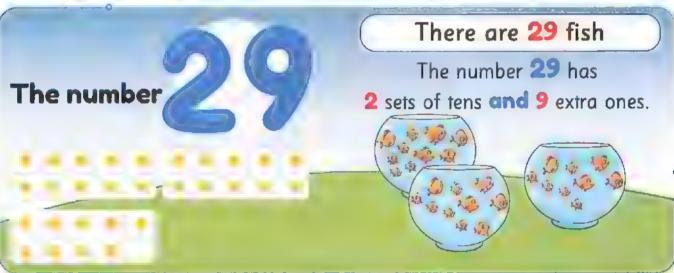
# (A) Counting numbers up to 30





### Trace to write the number 28:



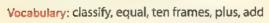


### Trace to write the number 29:

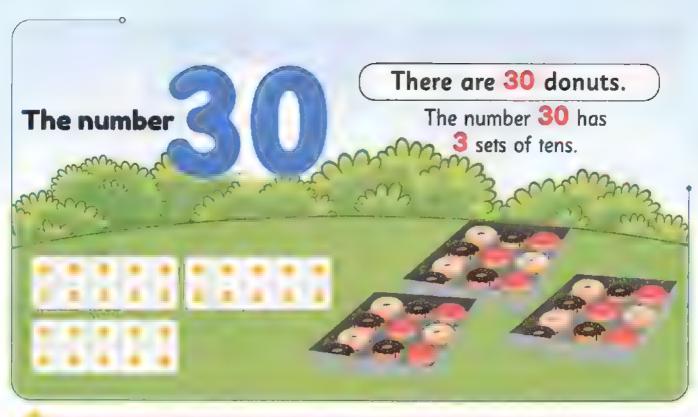


#### **Daily Practice:**

 Ask your child to tell you the months of the year in order, then ask him/ner to draw a circle around the day he/she spent in the school.







Trace to write the number 30:



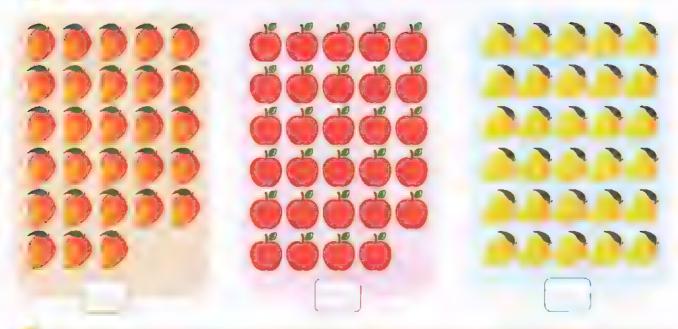
Color the number which is just after the given number in red and the number just before in blue:



Parents' Tips:

Help your child count up to 30 using colored marbles.

### Count, then write the number:



## Oraw dots to get the shown number:

	27
	28
1	29
Н	30

### Parents' Tips:

- Help your child count some objects as beans or macaroni up to 29 and ask him/her to write the numbers up to 29
- · Ask your child to recognize numbers 28 and 29, then help him/her read and write them.

Lessons 35&36

# (B) Classification by shape







Circle the group of objects of the same shape:

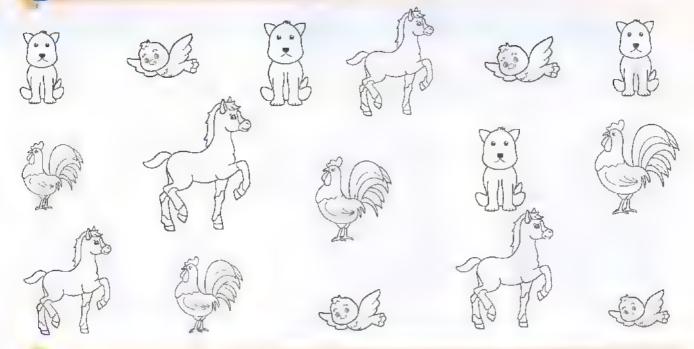




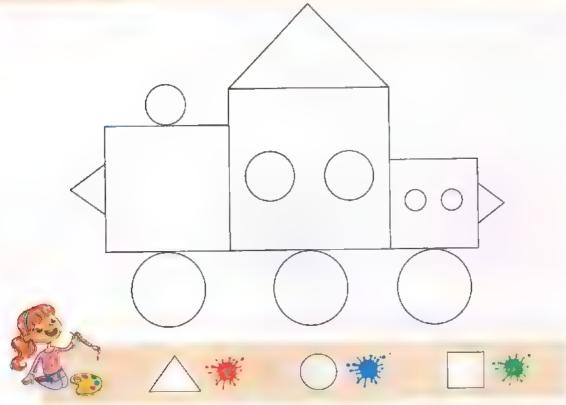
Daily Practice:

Ask your child to tell you the months of the year in order, then ask him/her to draw a circle around the day
he/she spent in the school.

## Color the similar objects in the same color:



3 Color the same shapes in the same color according to the color key below:





### Now I can

- count, read and write numbers up to 30.
- classify objects by color and shape.

### Parents' Tips:

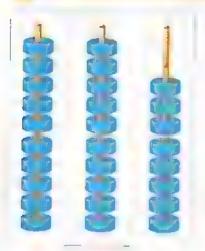
Help your child classify some objects by shape as the notebooks, pens, stickers and different types of pills.



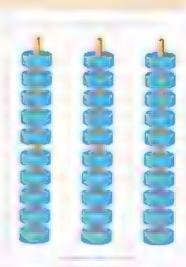


# Test Yourself

Count, then write the number:







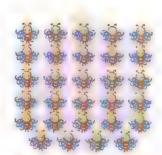
Match:













Tick (✓) the group with similar objects:







Assess your progress





Need help!

a little heip.

I need profe

l understand

Now, Landerstand well & can help my classmates

Lessons 37&38

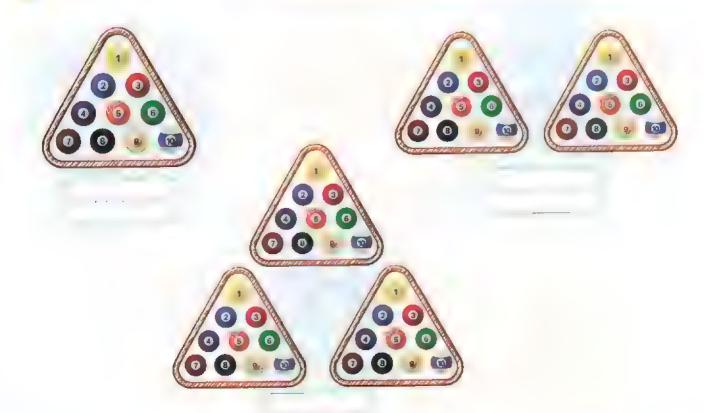
# (A) Counting by 10's up to 30











### Daily Practice:

• Ask your child to tell you the days of the week starting from today, then ask him/her to draw a circle around the day he/she spent in the school.

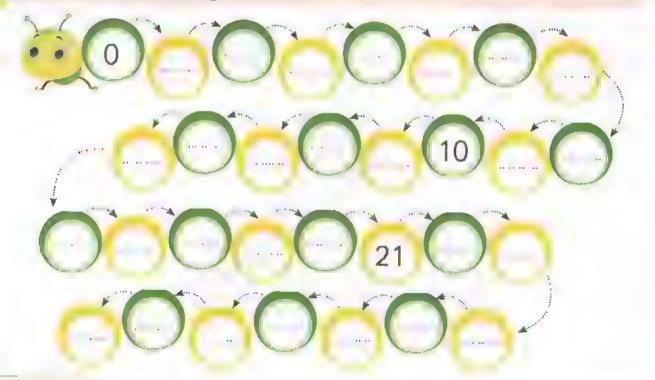
Vocabulary: ten frame , equals (=) , plus , add (+) , components

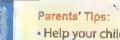


## Count and match:



# Complete the missing numbers:



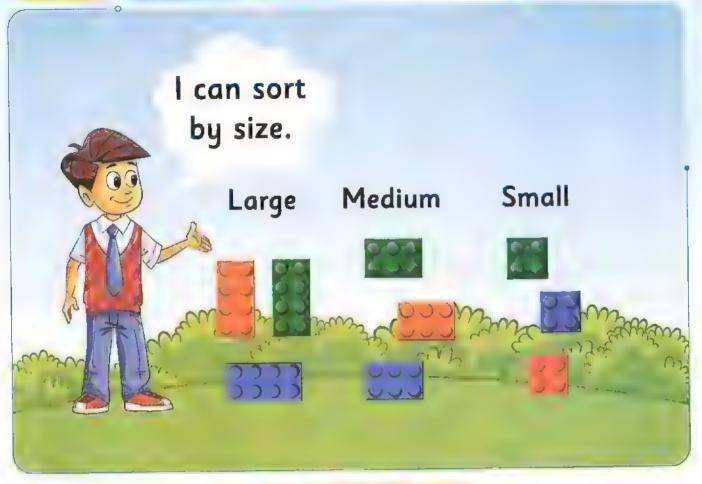


- Help your child count by 10's and 1's up to 30.
  Let your child know that the ten frames help count by 10's easily.

Lessons 37&36

# (B) Classification by size







Circle the group of objects of the same size:



#### Daily Practice:

Ask your child to tell you the months of the year in order, then ask him/her to draw a circle around the day
he/she spent in the school.

Vocabulary: classify, shape, size, color, big, small, medium

**2** Color the objects of the same size with the same color in each group:



Circle the objects of the same size (large - medium - small):

Oraw 5 objects of the same size and shape in each frame and color them:

Parents' Tips:

 Ask your child to count the objects of the same size in her/his room and help him/her recognize different sizes (large - medium - small).

# (C) More addition problems





We can add on the number line 5 + 4

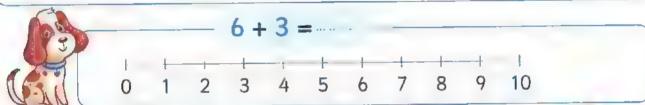
We start from 5 and go forward 4 jumps and stop at 9



# Practice



### Use the number line to add:





### Now I can

- count by 10's up to 30.
- classify objects by size.

### Daily Practice:

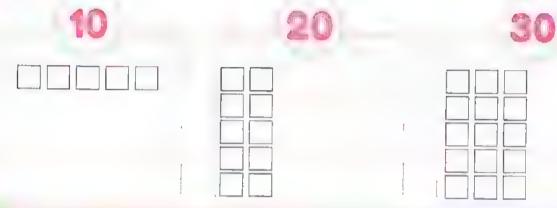
Help your child recognize how to use the number line to add within 10.



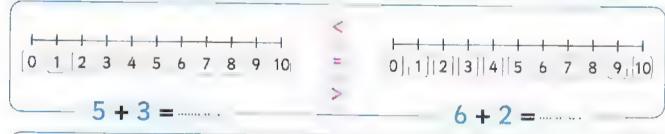
# Test Yourself

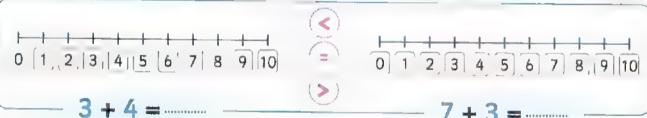


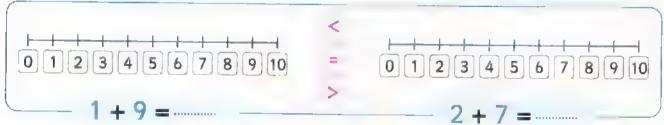




Use the number line to add, then compare using (< , > or =):









a little heip!

understand

Now, I understand well & can help my classmates.

Lessons

# **Components of 10**





## Daily Practice:

 Ask your child to tell you the days of the week starting from today, then ask him/her to draw a circle around the day he/she spent in the school.

Vocabulary: ten frame, equals (=), plus, add (+), components

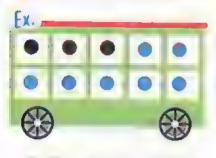


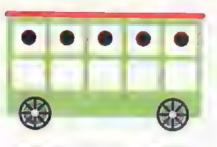
# Proctice

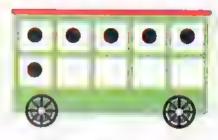


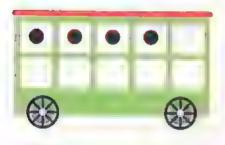


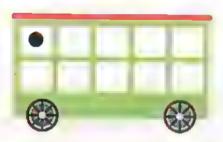
## Draw dots in each ten frame to make 10, then complete:

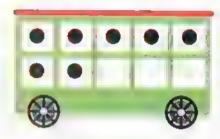














### Match to get 10 by adding:

Ex.

0\_\_\_

С

A

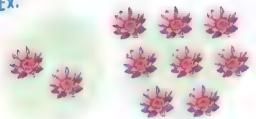
-

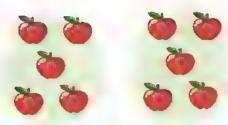
Parents' Tips:

Help your child recognize components of the number 10 using ten frame.

### Add to make 10:

Ex.









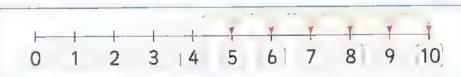






### Add using the number line to make 10:

Ex.







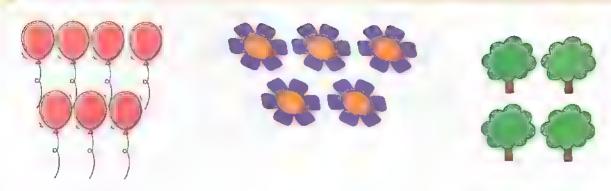




#### Parents Tips

- Help your child get the components of 10 using the number line.
- Help your child recognize the components of 10 using his/her fingers or toys.

# 6 Draw to make 10:



# Read, then solve each of the following word problems:

One day, Omar read 5 pages of a story in the morning, then he read 5 pages in the afternoon.

How many pages of the story did Omar read in this day?

Omar read = + --- pages

Nelly has 6 cats and her friend Sara has 4 dogs.

How many pets do they have?

Maha has 3 bars of chocolate and her brother has 7 bars of chocolate.

How many bars of chocolate do they both have?

They have + = | bars of chocolate.



### Now I can

- solve word problems in addition.
- recognize components of 10.

### Parents' Tips:

Help your child solve some word problems including adding to make 10.

# Test Yourself



Write the missing numbers:

$$+$$
 2 = 10

Read and answer:

Omar has 2 balloons and his sister Amira has 8 balloons.

How many balloons do they both have?

The number of balloons =



Match to make 10:



7



3







5



Assess your progress 文文文文文













# General Practice

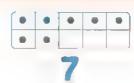
Chapter

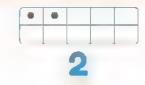
5)

Match to make 10:







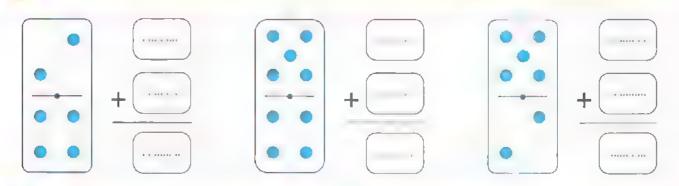




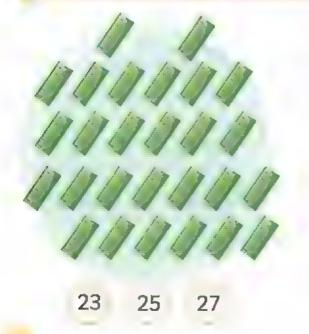




Add the dots on the dominoes and complete:



Count and color the correct number:





## Read and solve:

Mona has (5) . Omar has (2)







How many pencils do they both have?

The number of pencils = +





pencils



Ali has (2) and his sister Ola has (3)





How many balls o do they both have?

The number of balls = 🤵 🌏 + 🜏 🌏 =









balls

Khaled has (3) oranges and (2) strawberries .





How many fruits does Khaled have?

The number of fruits = + + = =





fruits

### Add:

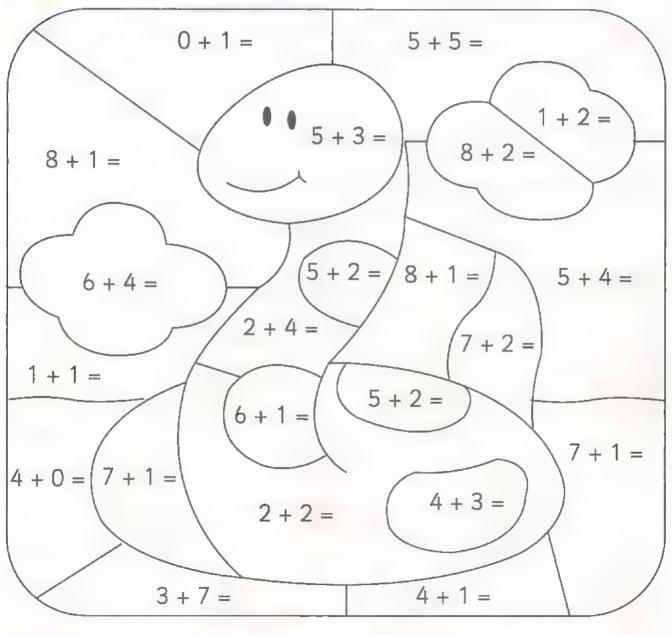




## Count by 10's and write the number:



## Solve, then color in the picture using the color key below:



- (1) purple (2) pink
- (3) brown
- (4) red
- (5)

- (6) green (7) orange (8)
- (9) blue
- (10) gray

## stellate galfet

Lesson: (41) (A) Counting numbers up to 32
Outcomes:

- Count numbers up to 32.
  - (B) Subtraction within 10

#### **Outcomes:**

Subtract within 10 using pictures and drawings.

Lessons: (42&43) (A) Counting numbers up to 35 Outcomes:

- Read and write numbers 33, 34 and 35.
- Count numbers up to 35.
  - (B) Subtraction story problems

#### Outcomes:

Solve subtraction story problems.

Lessons: (44&45) (A) Counting numbers up to 39 Outcomes:

- Read and write numbers 36, 37, 38 and 39.
- Count numbers up to 39.

(B) Subtracting using the number line

- Solve some subtraction problems using the number line within 10.
- Subtract within 10.

Outcomes:

Lessons: (46&47) Counting numbers up to 40 Outcomes:

- Read and write the number 40.
- . Count numbers up to 40.
- Subtract within 10.

Lessons: (48 - 50) (A) Relation between addition and subtraction

#### **Outcomes:**

- Relation between addition and subtraction.
- · Solve word problem.
  - (B) Addition fact families

#### Outcomes:

· Add the fact families.

Lesson

## (A) Eastiniting numbers up to 32



The number

34

There are 31 balls.

. . . . . . . . . . . . . . . . .

The number 31 has 3 sets of tens and 1 extra one



Trace to write the number 31:

34

The number

32

There are 32 balloons.

The number 32 has.

3 sets of tens and

2 extra ones.



Trace to write the number 32:

32

-4



Dally Practice:

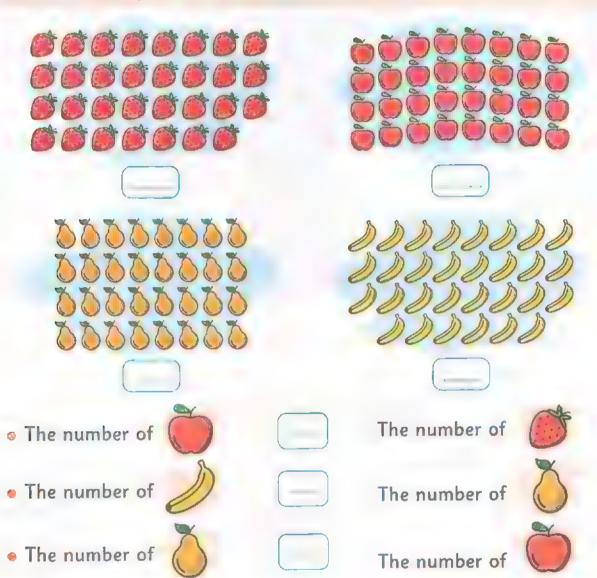
Ask your child to mention the day that comes before and after Tuesday, then ask him/her to draw a circle
around the day he/she spent in the school.



# Practice



Count, write the number, then complete using the suitable symbol (>, < or =):





Draw 32 💜:



Parents' Tips

Let your child count marbles up to 32.



Lesson

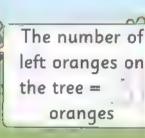
## (ड) आधार जानाता (ध





Look at the picture.

- The whole number of 🍏 =
- · The number of which fell on the ground =



• The whole number of \_\_\_\_ the number of \_\_\_\_ on the ground =



(Difference)



**Called Single** 





## **Cross out to subtract:**





 Ask your child to tell you the months of the year in order, then ask him/ner to draw a circle around the day he/she spent in the school.



### Draw , then cross out to subtract:





#### **Cross out to subtract:**

























#### Now I can

- read and write numbers 31 and 32.
- subtract within 10.

#### Parents' Tips:

Ask your child to find the difference of 5 – 5 by drawing hearts and crossing out to subtract.



# Test Yourself



Cross out, then write the difference:

\*\*\*\*

8 - 6 = ....

0000000000

9 - 4 3 ----

**\*\*\*\*\*** 

9 - 1 3 ---

00000000000

10 - 8 =

000000

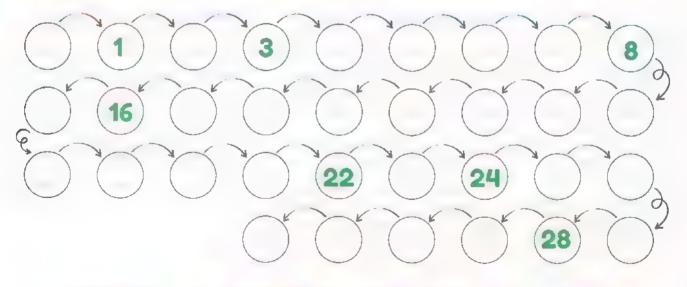
7 - 3 =

00000000

8 - 1 8

## Complet

### Complete the missing numbers:



Assess your progress











I still need a little help!

I need more practice!

understand Now, understand well & can help my classmates,

Lessons 42843

## (A) Counting numbers up to 35



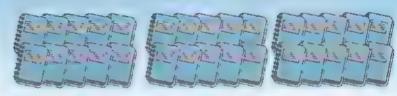
### The number

33

The number 33 has 3 sets of tens and 3 extra ones.



There are 💴 notebooks











#### Trace to write the number 33:

33





### The number

34

There are all tubes of glue.

The number 34 has 3 sets of tens and 4 extra ones.





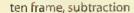
#### Trace to write the number 34:





#### Daily Practice:

 Ask your child to tell you the number of the days of the current month, then ask him/her to draw a circle around the day he/she spent in the school Vocabulary:

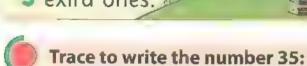






The number 35 has

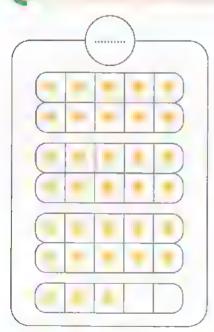
- 3 sets of tens and
- 5 extra ones.

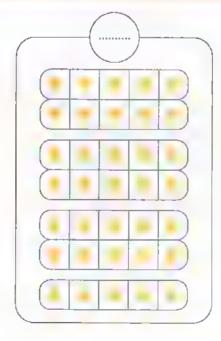


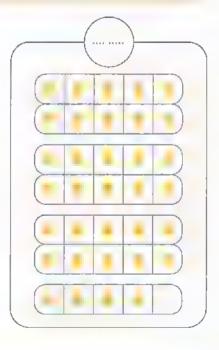




Count the dots in each frame, then write the number:





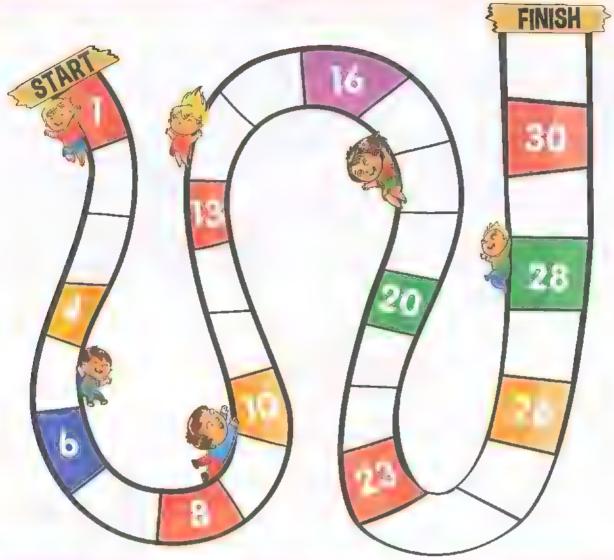


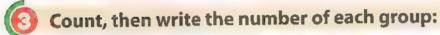
## Parents' Tips: - Train your ch

- Train your child to write the number 35.
- · Let your child count up to 35 using different objects.

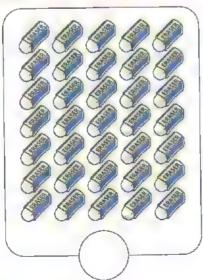


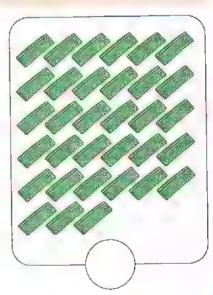
## Write the missing numbers:











#### Parent's Tips

Help your child count up to 35 using beans.



### Lessons 41111

## (B) Subtraction story problems





She gave her friend Aya 4 of them.

How many were left with Salma?

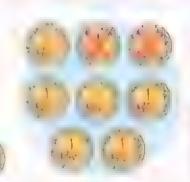
The left sweets with Salma



# Solve the following story problems:

 Ahmed had 8 pounds, he bought a pencil for 2 pounds.

How much money was left with him?



Rania had 5 sandwiches.

She ate 3 of them.

How many sandwiches were left with Rania?

The left sandwiches =







### Read, think and solve:

Gamila has 9 Iollipops and Fatma has 6 Iollipops.

What is the difference between what they have?



lollipops.

Noha has 6 lamps. 4 of them are damaged.

How many lamps are left with her?

lamps. The left lamps = -



Nour has 8 pens and Hany has 5 pens.

How many more pens does Nour

have than Hany?

What Nour has more than Hany =

pens.

Amira has 7 donuts and her friend Dina has 2 dounts.

What is the difference between what they have?



The difference = donuts.



- read and write numbers up to 35.
- solve story problems in subtraction.

#### Parent's Tips:



Let your chi d use his/her fingers in subtraction.



# Test Yourself



#### **Subtract:**













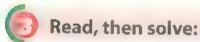






#### Complete:





 Sara has 8 crayons, Laila took away 3 crayons.

How many crayons were left with Sara?

The left crayons = - = - crayons

Ahmed had 9 candies, Samir took 4 of them.

How many candies are left with Anmea?

The left candies = | - | = | candies













## (A) Counting numbers up to 39



### The number

36

There are 35 oranges.

The number 36 has 3 sets of tens and 6 extra ones





#### Trace to write the number 36:

36







The number

37

------

There are Teggplants.

The number 37 has 3 sets of tens and 7 extra ones.





#### Trace to write the number 37:

37







#### **Daily Practice:**

 Ask your child to mention the months which have 31 days, then ask him/her to draw a circle around the day he/she spent in the school.
 Vocabulary:





## The number

# 

36

There are 35 peppers.

The number 38 has 3 sets of tens and 8 extra ones





### Trace to write the number 38:







## The number

# 39

There are 39 bananas.

The number 39 has 3 sets of tens and 9 extra ones.





### Trace to write the number 39:









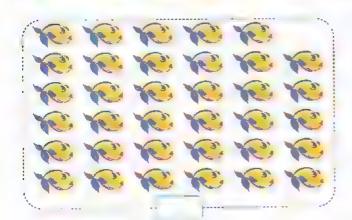
#### Parents' Tips:

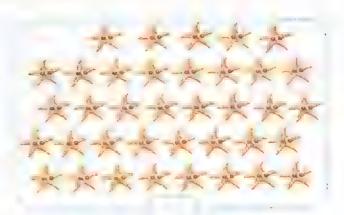
 Ask your child to recognize the number 36, read and write it by tracing a few times on a piece of paper and ask him/her to write it alone.

# Practice

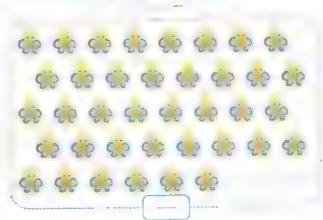


#### Count, then write the number:



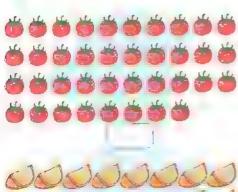




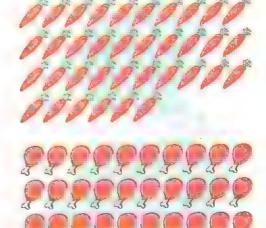




### Count, then compare using ( < , > or = ):









#### Parents' Tips

- Help your child recognize the numbers 36, 37, 38 and 39. Then, ask him/her to write them few times on
  a piece of paper by tracing and writing.
- Train your child to count up to 39 using different objects.



# Lessons

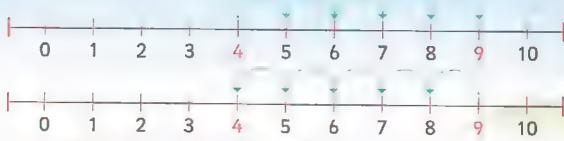
# (3) Subtracting using the number line





We can use the number line to subtract and find the difference.

- To subtract 3 1
- We will start jumping to right from 4 to stop at 3
  or start jumping to left from 3 to stop at 4.



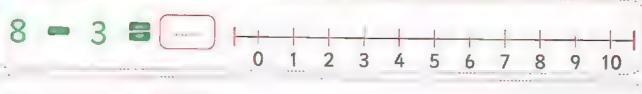
The number of jumps is the difference

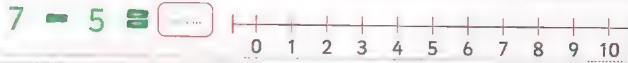
So, 
$$9 - 4 = 5$$





## Use the number line to find the difference:









#### Now I can

- read and write numbers up to 39.
- apply strategies to find the difference between two numbers.



#### Daily Practice

 Ask your child to mention the day that comes before and after Sunday, then ask him/ her to draw a circle around the day he / she spent in the school.

# Test Yourself

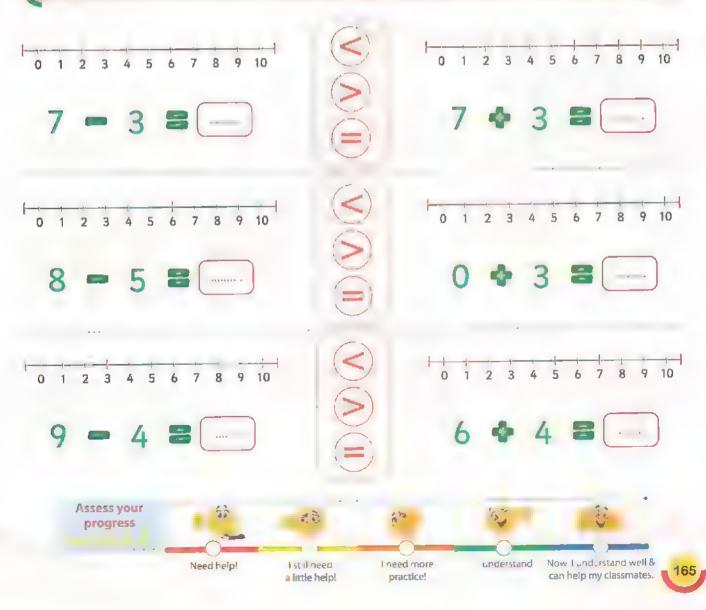




#### Complete the dots to get the given numbers:



## Find the result using the number line, then color the correct sign (< , > or =):



Lessons HELLIT

## Counting autifipers up to 40

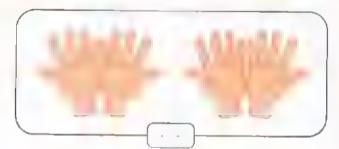


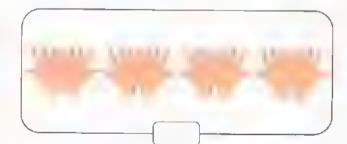
# The number There are 40 cubes. The number 40 has 4 sets of tens.

Trace to write the number 40:

Pnacti

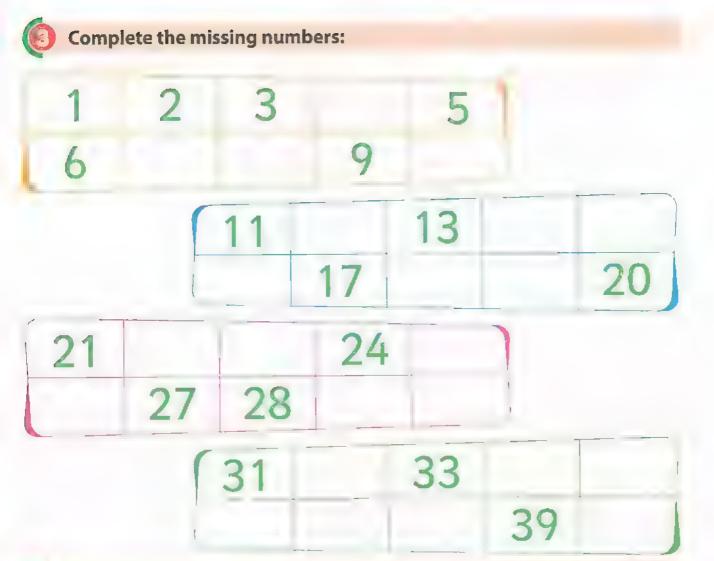
Count fingers, then write the numbers:



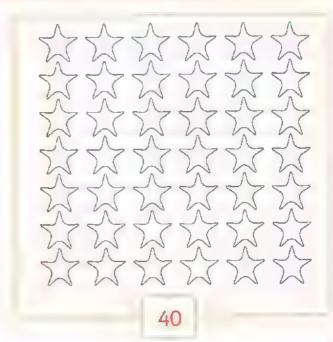


#### **Daily Practice:**

 Ask your child to mention the day that comes before and after Friday, then ask him/her to draw a circle around the day he/she spent in the school.

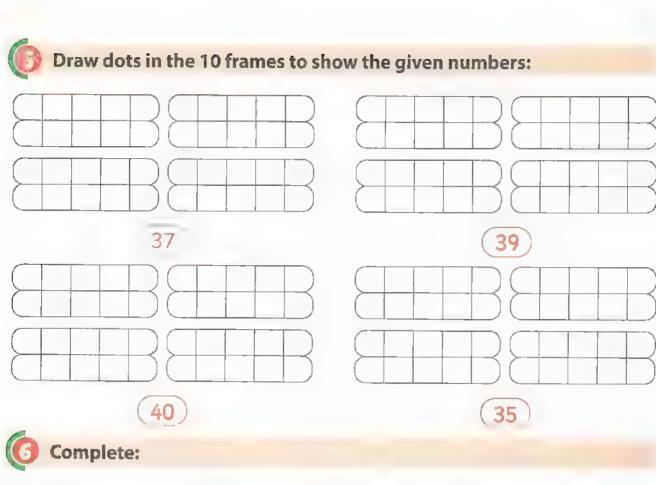


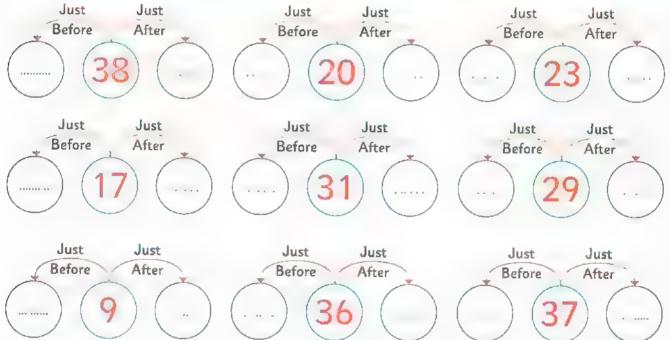
Color according to the given numbers:



Parents' Tips

<sup>•</sup> Help your child find the missing numbers till 40.







#### Now I can

- read and write numbers up to 40.
- subtract within 10 on the number line.

#### Parents' Tips:

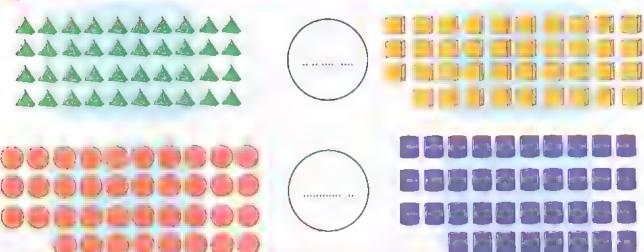
Ask your child to find the number after and before any number up to 39.

# Test Yourself



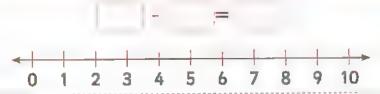


### Count and put the suitable sign (> or < or =):

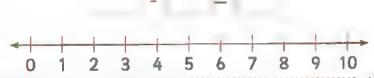


- Solve the following story problems using the number line:
- Fatma picked 9 oranges. Hana picked 6 oranges. What's the difference between what they picked?





Samy ate 3 bananas. Mohamed ate 5 bananas.
What's the difference between what they ate?



Soha had 5 pounds, she spent 2 pounds. How many pounds

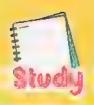


a little nelp!

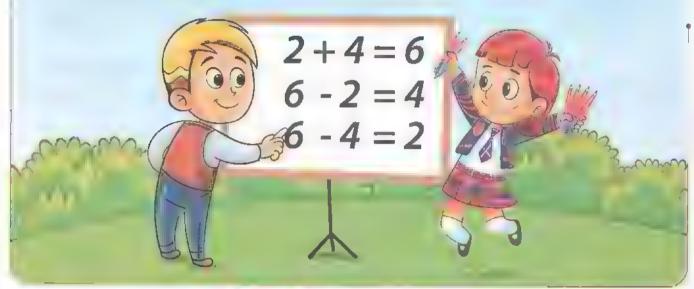
practice.

can help my classmates.

## Lessons (A) Relation between addition गाव याश्रीकार्याणा



- Addition is to put objects together.
- Subtraction is to take away / apart from objects.
- Addition & Subtraction are opposite operations and they are related in.



# Junelle 9



#### Answer each of the following:

Ex. 
$$6 + 2 = 8$$
  
 $2 + 6 = 8$ 

$$8-6=2$$

$$8 - 2 = 6$$

$$5 - 1 =$$



 Ask your child to mention the months that have 30 days, then ask him/her to draw a circle around the day. he/she spent in the school.

# 0

#### Read, then solve:

Ex.

 If Hamza had 10 and he gave his friend 7 of them, what is the number of balls left with Hamza?



The number of balls with Hamza = 10 - 7 = 3 balls

 Yasmine has 8 balloons and Sarah has 5 balloons. Find the difference between the numbers of their balloons.



The difference = balloons.

3 of them are out of the lake.

Write the number of the left fish.



The number of left fish = - - = |

#### Parents' Tips:

 Help your child learn how to find the difference between two numbers by using the crayons (4 of them are yellow, 6 are red) and find the difference between them.





## श्विद्धारीतिक हिल्ल कालगीविक



We can add using the fact family. They are called facts because the answers never change.

Many	
	4.1

(1) Family	(2) Family	(3) Family	(4) Family	(5) Family
1+0=1	2 + 0 = 2	3+0=3	4 + 0 = 4	5 + 0 = 5
1+1 = 2	2 + 1 = 3	3 + 1 = 4	4 + 1 = 5	5 + 1 = 6
1+2=3	2 + 2 = 4	3 + 2 = 5	4 + 2 = 6	5 + 2 = 7
1 + 3 = 4	2 + 3 = 5	3 + 3 = 6	4 + 3 = 7	5 + 3 = 8
1+4=5	2 + 4 = 6	3+4=7	4 + 4 = 8	5 + 4 = 9
1+5 = 6	2 + 5 = 7	3 + 5 = 8	4 + 5 = 9	5 + 5 = 10
1+6=7	2+6=8	3+6=9	4 + 6 = 10	5 + 6 = 11
1+7=8	2+7=9	3 + 7 = 10	4 + 7 = 11	5 + 7 = 12
1+8=9	2 + 8 = 10	3 + 8 = 11	4 + 8 = 12	5 + 8 = 13
1 + 9 = 10	2 + 9 = 11	3 + 9 = 12	4 + 9 = 13	5 + 9 = 14
1 + 10 = 11	2 + 10 = 12	3 + 10 = 13	4 + 10 = 14	5 + 10 = 15
(4) [3	(7) = 1	(O) E	(0) =	
(6) Family	(7) Family	(8) Family	(9) Family	(10) Family
6 + 0 = 6	7+0 = 7	8 + 0 = 8	9 + 0 = 9	10 + 0 = 10
6 + 1 = 7				
	7 + 1 = 8	8 + 1 = 9	9 + 1 = 10	10 + 1 = 11
6 + 2 = 8	7 + 1 = 8 7 + 2 = 9	8 + 1 = 9 8 + 2 = 10	9 + 1 = 10 9 + 2 = 11	10 + 1 = 11 10 + 2 = 12
6 + 2 = 8	7 + 2 = 9	8 + 2 = 10	9 + 2 = 11	10 + 2 = 12
6 + 2 = 8 6 + 3 = 9	7 + 2 = 9 7 + 3 = 10	8 + 2 = 10 8 + 3 = 11	9 + 2 = 11 9 + 3 = 12	10 + 2 = 12 10 + 3 = 13
6+2 = 8 6+3 = 9 6+4 = 10	7 + 2 = 9 7 + 3 = 10 7 + 4 = 11	8 + 2 = 10 8 + 3 = 11 8 + 4 = 12	9 + 2 = 11 9 + 3 = 12 9 + 4 = 13	10 + 2 = 12 10 + 3 = 13 10 + 4 = 14
6+2 = 8 6+3 = 9 6+4 = 10 6+5 = 11	7 + 2 = 9 7 + 3 = 10 7 + 4 = 11 7 + 5 = 12	8 + 2 = 10 8 + 3 = 11 8 + 4 = 12 8 + 5 = 13	9 + 2 = 11 9 + 3 = 12 9 + 4 = 13 9 + 5 = 14	10 + 2 = 12 10 + 3 = 13 10 + 4 = 14 10 + 5 = 15
6+2 = 8 6+3 = 9 6+4 = 10 6+5 = 11 6+6 = 12	7 + 2 = 9 7 + 3 = 10 7 + 4 = 11 7 + 5 = 12 7 + 6 = 13	8 + 2 = 10 8 + 3 = 11 8 + 4 = 12 8 + 5 = 13 8 + 6 = 14	9+2 = 11 9+3 = 12 9+4 = 13 9+5 = 14 9+6 = 15	10 + 2 = 12 10 + 3 = 13 10 + 4 = 14 10 + 5 = 15 10 + 6 = 16
6+2 = 8 6+3 = 9 6+4 = 10 6+5 = 11 6+6 = 12 6+7 = 13	7 + 2 = 9 7 + 3 = 10 7 + 4 = 11 7 + 5 = 12 7 + 6 = 13 7 + 7 = 14	8 + 2 = 10 8 + 3 = 11 8 + 4 = 12 8 + 5 = 13 8 + 6 = 14 8 + 7 = 15	9+2 = 11 9+3 = 12 9+4 = 13 9+5 = 14 9+6 = 15 9+7 = 16	10 + 2 = 12 10 + 3 = 13 10 + 4 = 14 10 + 5 = 15 10 + 6 = 16 10 + 7 = 17



<sup>·</sup> Ask your child to mention the months that have 30 days, then ask him/her to draw a circle around the day he/she spent in the school.





#### Use addition to complete the fact families:

$$5 + 0 =$$

3 + 0 = -----



#### Complete using fact family:

Ex.



















$$3 + 6 = 9$$

$$6 + 3 = 9$$

$$9 - 3 = 6$$

$$9 - 6 = 3$$

<sup>·</sup> Let your child use the fact families and relation between addition and subtraction to answer some addition and subtraction problems.

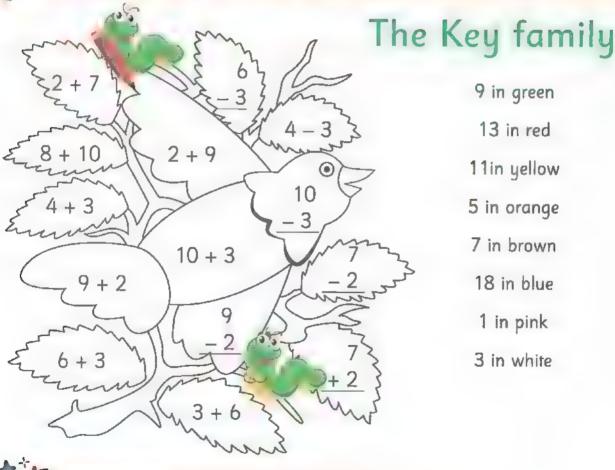


#### Add to create fact families:

6 + 0 =	7 + 0 = · · ·	8 + 0 =	9 + 0 =	10 + 0 =
6 + 1 =	7 + 1 =	8 + 1 =	9 + 1 =	10 + 1 =
6 + 2 = · · · ·	7 + 2 = · · · ·	8 + 2 = · · · ·	9 + 2 =	10 + 2 = -
6+3=	7 + 3 =	8 + 3 =	9 + 3 =	10 + 3 =
6 + 4 =	7 + 4 =	8 + 4 =	9 + 4 = .	10 + 4 =
6 + 5 = · · · ·	7 + 5 =	8 + 5 =	9 + 5 =	10 + 5 =
6+6=	7 + 6 =	8 + 6 =	9 + 6 = · · ·	10 + 6 =
6+7=	7 + 7 =	8 + 7 = · · · ·	9 + 7 =	10 + 7 =
6 + 8 = · · ·	7 + 8 = .	8 + 8 =	9 + 8 =	10 + 8 =
6+9=	7 + 9 =	8 + 9 = .	9 + 9 = .	10 + 9 =
6+10=	7 + 10 =	8 + 10 =	9 + 10 =	10 + 10 =



## Solve the problems, then color the bird using the key:





### Now I can

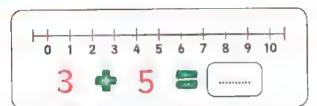
- ofind the difference between 2 numbers within 10.
- use addition to form the fact families of different numbers.

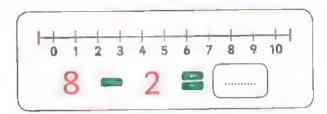
# Test Yourself

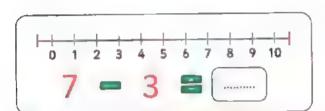


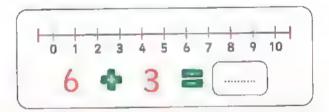


### Solve each of the following using the number line:









# **(2)**

### Find the sum:



#### Solve the following:

$$8 + 2 = 10$$

 $10 - 2 = \dots$ 

 $10 - 8 = \dots$ 

$$6 + 2 = 8$$

$$9 - 4 = 5$$

$$7 - 5 = 2$$

Assess your











progress





need more

understand.

Now, I understand well & can help my classmates.



# General Projeties

Chajlier

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## Fill in the ten frames to form the given numbers:

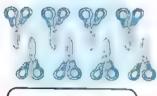






### Cross out to subtract:





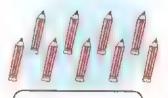
$$8 - 5 =$$







$$10 - 8 =$$



$$9 - 2 =$$



### Subtract using the number line:







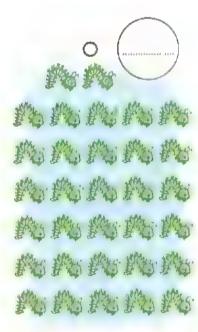
## Count and match:



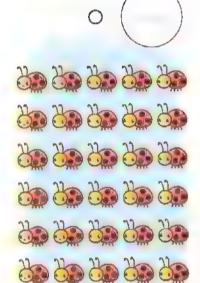












## Compare using ( <, > or = ):

$$6 - 0$$

$$7 + 0$$

$$5 + 4 \bigcirc 2 + 7$$

## Complete:

7 - 0

$$7 + 2 =$$

$$9 - 2 =$$

$$10 - 9 =$$

$$10 - 1 = -$$



## Notice, then answer:





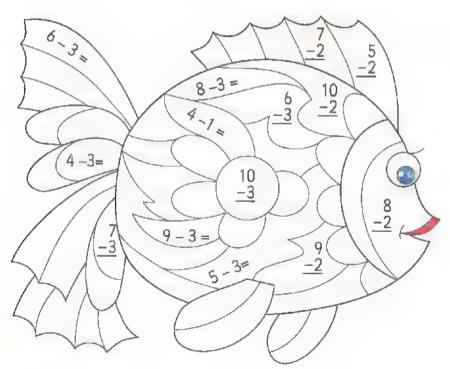
How many fish are there in the lake?

How many fish have been caught?

The number of the remaining fish is



## Subtract, then color using the key:



# The Key:

The result 1 or 2 in



The result 3 in



The result 4 in



The result 5 in



The result 6 in



The result 7 or 8 in 4



## **Pacing Guide**

Lessons: (51&52) (A) Counting numbers up to 100 Outcomes:

- Count by ones up to 100.
  - (B) Adding and subtracting within 10 using hundred chart

#### Outcomes

Add and subtract within 10 using hundred chart.
 (C) Telling the time

#### Outcomes:

- Tell the time using the analog clock.
  - (D) Same and different

#### Outcomes:

 Analyze the different objects of a group with the same kind.

Lessons: (53&54) (A) The digital clock Outcomes:

- Tell the time using the digital clock.
  - (B) Writing numbers 41 50

#### Outcomes:

Read and write number (41 - 50).

## Lessons: (55&56) (A) Writing numbers 51 - 70 Outcomes:

- Write numbers (51-70).
  - (B) Solving subtraction problems to create fact families

#### Outcomes:

- Solve subtraction problems to create fact families.
   Lessons: (57&58) (A) Writing numbers 71 90
   Outcomes:
- Write numbers (71 90).
  - (B) Adding within 20

#### Outcomes:

- Add within 20.
- (C) Subtracting within 20

#### Outcomes:

Subtract within 20.

Lessons: (59&60) (A) Writing numbers 91 - 100

- Read and write numbers 91 100.
  - (B) Planning your day time

#### Outcomes:

· Plan the activities of the day time.

## (A) Counting numbers up to 100



# Number chart

up to 100

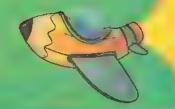
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	: 16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

We can use the number chart to recognize numbers up to 100.



Daily Practice:

 Ask your child to count days he/she spent in the school and ask him/her to draw a circle around the day in the number chart.



# Proctice

#### Color according to the key below:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	- 72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- · All numbers that form a pattern that starts with digit 0 in blue.
- All numbers with two identical digits (11, 22, 33, .... 99) in yellow.
- All numbers with a first digit that is larger than the second digit in green except tens.

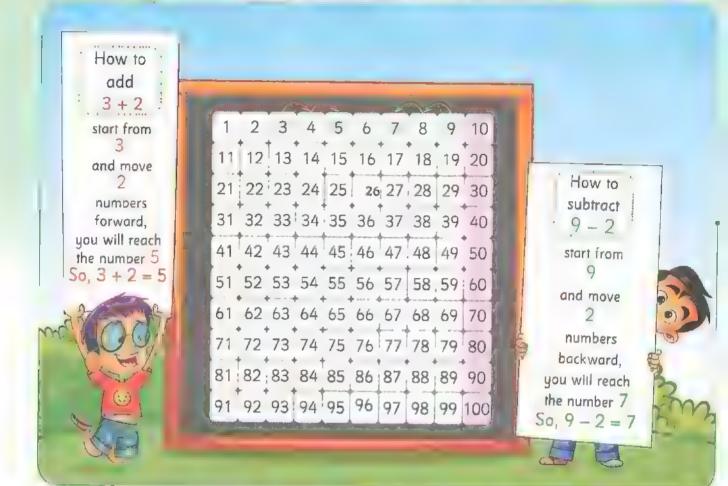
Parents' Tips:

Ask your child to tell you the numbers from 0 to 100.

Lessons

## (E) Adding and subtracting within 10 using hundred char





# Practice

### Use the number chart to add or subtract, then color the correct number in each of the following:

#### Daily Practice:

 Ask your child to mention the name of the month that comes just after March, and draw a circle around the day of today on the calendar.

hundred chart, add, subtract, backward, forward

## 0

# Fill in the missing numbers, then use the hundred chart to find the result:

(1)	2		4	5		7		9	10
11		13		15	16	17		19	20
21	22	23		25		27	28	29	***************************************
31		33	34		36	37		39	40
	42		44	45		47	48		50
									Chalden erekt
51		53		55	56		58	59	
51	62	53		55 65		67	58 68	59	70
51 71	62	21		65		67 77		59 79	70 80
	62	21	64	65	76	77			***************************************

$$8 - 3 = \dots$$

Parents Tips

Ask your child to add and subtract using the number chart.

Lessons 512.52

## (C) Telling the time



## **Analog Clock**



It shows exactly 8 o'clock.

- •The long hand tells minutes.
- •The short hand tells hours.
- •The time in the morning is defined by 8 a.m.
- •The time in the afternoon is defined by 8 p.m.





#### Tell the time in each clock:



8 o'clock



o'clock



o'clock



o'clock



o'clock



. o'clock



o'clock



o'clock



#### Daily Practice.

 Ask your child to tell you the days of the week starting from today and ask him/her to draw a circle around the day in the number chart.
 Vocabulary

analog clock, hands, hour, a.m. and p.m.



## Match:







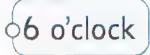












9 o'clock

(12 o'clock

3 o'clock

(11 o'clock

8 o'clock

2 o'clock

10 o'clock

<sup>•</sup> Help your child train on the time by using a carton clock and change the position of the two hands with different times.



Parents Tips



# (D) Same and different





















the 🖖 is different.

## Same

The word "same" means that all the objects belong to the same type.

# Different

The word "different" means that there is an object that does not belong to the common type.





# Circle the different object in each row:

































# Now I can

- add and subtract using number chart.
- tell time on the analog clock.
- recognize belong and doesn't belong.



#### Daily Practice:

- Let your child draw a circle around the date of today on the calendar.

  Vocabulary
- same, different, belong, not belong, common

# Test Yourself

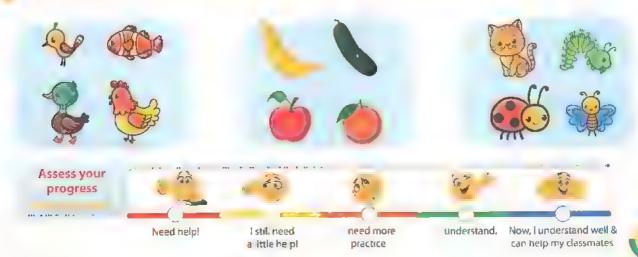


Use the hundred chart to find the answer:

Tell the time:



Cross out the different object in each group:



Lessons

# (A) The digital clock





- The digits to the left tell hours.
- The digits to the right tell minutes.
   So, it is read as 8 o'clock.
- •The sign (:) is called a colon.
- The day is 24 hours.





# Tell the time on the digital clock:

















6 o'clock



10 o'clock





 Ask your child to count days he/she spent in the school and ask him/her to draw a circle around the day of today on the calendar.

Vocabulary

digital clock, colon

# 2

## Write the time in each activity:



I get up at ..... o'clock.

I have lunch

at ...... o'clock.



I go to school at ...... o'clock.



I have dinner at ...... o'clock.



I go back to home at ...... o'clock.

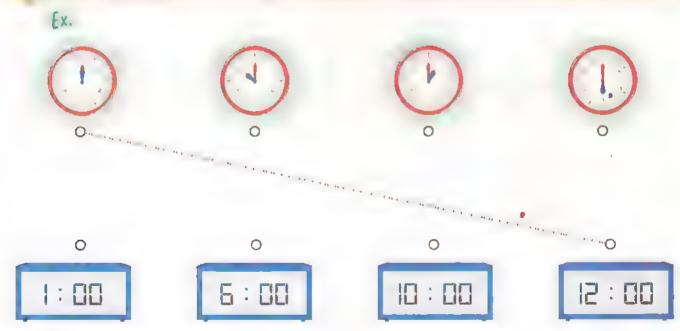


I go to bed at ...... o'clock.



p.m.

# Match the analog clock to the suitable digital clock:



#### Parents' Tios:

Help your child link between the analog clock and the digital clock, then ask him/ner to do some activities
about them by using a carton clock.



Lessons 53454

# (B) Writing numbers 41 - 50









	- T-		
/ 1 / / / / / / / / / / / / / / / / / /	/ 1 / / / / / / / / / / / / / / / / / /		



 Ask your child to count days he/she spent in the school and ask him/her to draw a circle around the day of today in the number chart.



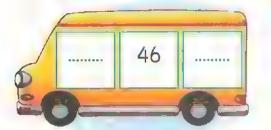
## Write the numbers that come before and after the given number:























# Now I can

- tell the time on the digital clock.
  read and write numbers up to 50.

• Train your child to write numbers from 41 to 50 by bringing cards to write on them the numbers in order.





# Test Yourself

# 0

## Fill in the digital clock:



. . . . . . .





. .....









.



4



## Color the clock which shows the time:



\begin{pmatrix} \begin{pmatrix



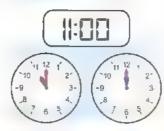




Assess your progress ৈ ধা ব্ৰ

















Need help!

I still need a little help!

I need more practice!

Lunderstand

Now, understand well & can help my classmates.

Lessons 558.56

(A) Writing numbers 51 = 70









### Trace to write numbers from 51 to 60:

#### **Daily Practice:**

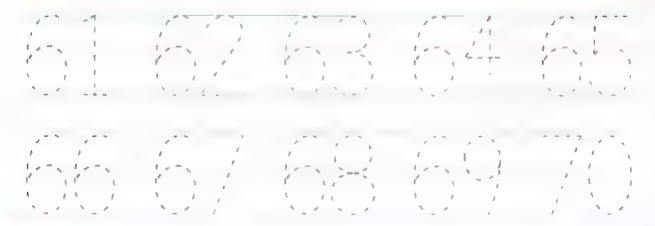
Ask your child to tell you what is the name of today and in which month and ask him/her to draw a circle
around the day in the number chart.







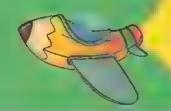
#### Trace to write numbers from 61 to 70:





#### Parents' Tips

 Help your child read and write numbers from 61 to 70 by tracing them once and by writing them by him/herself another time.



# Practice

# Fill in the missing numbers:











































# 0

# Complete:

Ex. 37

39

···· 47 ] ·

... 33 =

....

55

... 29

. 10

50

\_\_\_\_ 19

Parints Tips

- Ask your child to read and write numbers from 0 to 70.

# (B) Solving subtraction problems to create fact families



# We can subtract using the fact family.

(1) family 
$$1 - 0 = 1$$
  $1 - 1 = 0$ 

(2) family 
$$2-0=2$$

$$2-0=2$$
  
 $2-1=1$   
 $2-2=0$ 

$$3-0=3$$
  
 $3-1=2$   
 $3-2=1$ 

$$3-2=1$$
$$3-3=0$$

$$4-0=4$$
$$4-1=3$$

$$4-2=2$$
  
 $4-3=1$ 

$$4 - 4 = 0$$

$$5 - 0 = 5$$
  
 $5 - 1 = 4$ 

$$5 - 1 = 3$$

$$5 - 3 = 2$$

$$5-4=1$$

$$5-5=0$$

$$6 - 0 = 6$$

$$6 - 1 = 5$$

$$6 - 2 = 4$$

$$6 - 3 = 3$$

$$6-4=2$$

$$6-5=1$$

$$6 - 6 = 0$$

$$6-6=0$$

$$7 - 0 = 7$$

$$7 - 1 = 6$$

$$7 - 2 = 5$$

$$7 - 2 = 5$$

$$7 - 3 = 4$$

$$7 - 4 = 3$$

$$7 - 5 = 2$$

$$7 - 6 = 1$$

$$7 - 7 = 0$$

$$-0 = /$$

$$7 - 1 = 6$$

$$7 - 2 = 5$$

$$7 - 3 = 4$$

$$7 - 4 = 3$$

$$7 - 6 = 1$$

$$7 - 7 = 0$$

$$8 - 0 = 8$$

$$8 - 1 = 7$$

$$8 - 2 = 6$$

$$8 - 2 = 6$$

$$8 - 3 = 5$$

$$8 - 4 = 4$$

$$8 - 5 = 3$$

$$8 - 6 = 2$$

$$8 - 7 = 1$$

$$8 - 5 = 3$$

$$8 - 7 = 1$$

$$8 - 8 = 0$$

$$9 - 0 = 9$$

$$9-1=8$$

$$9-2=7$$
  
 $9-3=6$ 

$$9-3=0$$
  
 $9-4=5$ 

$$9 - 4 = 5$$
  
 $9 - 5 = 4$ 

$$9 - 6 = 3$$

$$9-7=2$$

$$9 - 8 = 1$$

$$9 - 9 = 0$$

$$10 - 0 = 10$$

$$10-1=9$$

$$10 - 2 = 8$$

$$10 - 2 = 8$$

$$10 - 3 = 7$$

$$10-4=6$$

$$10 - 6 = 4$$

$$10 - 6 = 4$$
  
 $10 - 7 = 3$ 

$$10 - 7 = 3$$
 $10 - 9 = 3$ 

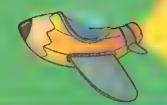
$$10 - 8 = 2$$
  
 $10 - 9 = 1$ 

$$10 - 10 = 0$$



Ask your child to mention the months of the year which have less than 30 days and ask him/her to draw a circle around today in the number chart.

Remember the fact family and don't calculate.



# Practice

# **Complete:**

$$7 - 2 = \cdots$$
 $7 - 3 = \cdots$ 
 $7 - 4 = \cdots$ 
 $7 - 5 = \cdots$ 
 $7 - 6 = \cdots$ 

7 - 7 = ......

$$10 - 1 = 4224021$$

$$10 - 2 = 4224021$$

$$10 - 3 = 2424022$$

$$10 - 4 = 242402$$

$$10 - 5 = 242402$$

$$10 - 6 = 242402$$

$$10 - 7 = 242402$$

$$9-2 = \cdots$$
 $9-3 = \cdots$ 
 $9-4 = \cdots$ 
 $9-5 = \cdots$ 
 $9-6 = \cdots$ 
 $9-7 = \cdots$ 
 $8-8 = \cdots$ 
 $8-8 = \cdots$ 

# Complete each of the following:

$$8 - 6 = \boxed{2} \qquad 6 + 2 = \boxed{8}$$

$$8 - 2 = \boxed{6}$$

$$9 - 5 = 4 + 5 =$$
 $9 - 4 =$ 

Help your child recognize how to subtract to create families of numbers.

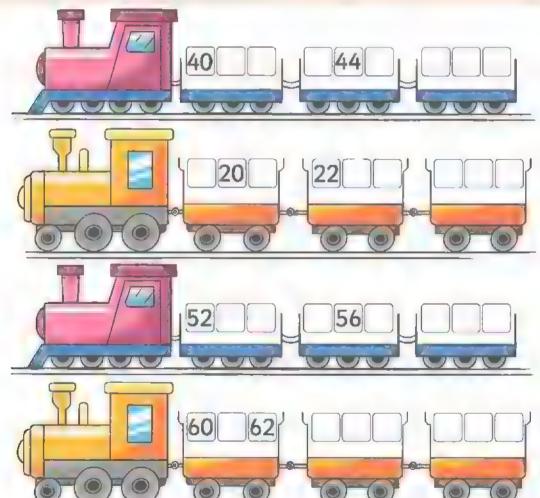
# Color the correct sign:

$$6 - 6 = 0$$

$$6 \left( \begin{array}{c} 4 = 10 \\ (+) \end{array} \right)$$

$$7 \mid 5 = 2$$

# Complete the missing numbers:





## Now I can

- read and write numbers from 51 to 70.
- solve subtraction problems to create fact families.

## Parents' Tips:

• Help your child count up to 70.

# Test Yourself



# Use the fact family to find the results:

$$4 - 3 = 0.00$$

# Find 3 numbers just after the given number using the hundred chart:

























23







# Write the number that comes just before the following numbers:

Assess your progress











| St | need

Lifeed more

Lunde stand

Now understand sells can learning my classmates



# Numbers (71 - 80)



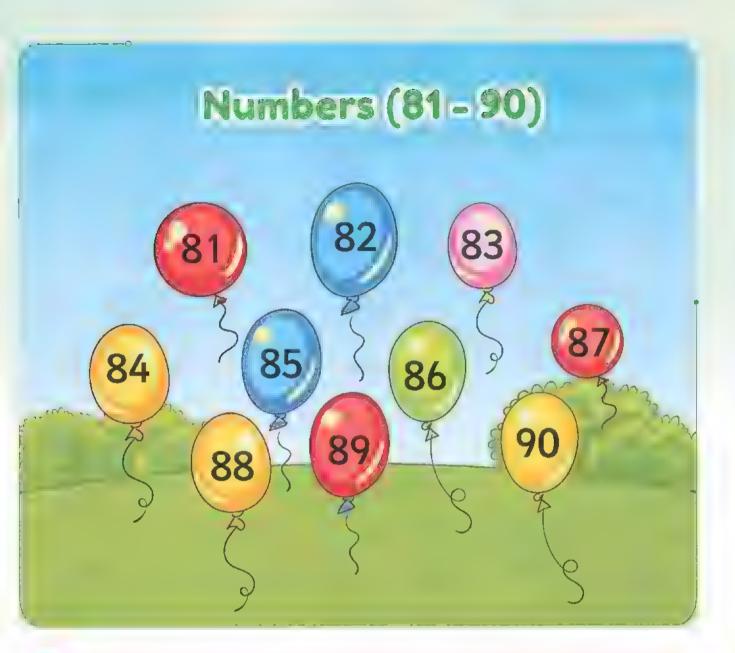


## Trace to write numbers from 71 to 80:



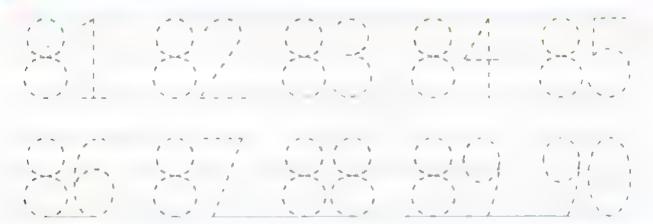
#### **Dally Practice**

 Ask your child to tell you the month which has only 28 or 29 days and ask him/her to draw a circle around today in the number chart.





## Trace to write numbers from 81 to 90:

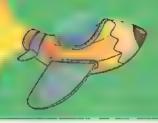


#### Parents' Tips:

• Help your child read and write numbers from (71 - 90) on cards and color them.



# Practice



# O Color to find the correct number:







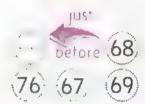








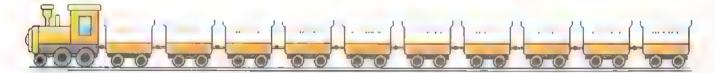




Write the numbers from 60 to 69:



Write the numbers from 70 to 79:



Write the numbers from 80 to 89:





Parents' Tips:

Ask your child to tell you the numbers from 0 to 90.

# (B) Adding within 20





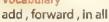


- We can use the hundred chart to add within 20.
- Start from 16 and move forward 4 numbers, you will reach 20.

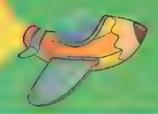
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
	22	23	24	25	26	27	28	29	30
(31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	. 65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

#### **Daily Practice:**

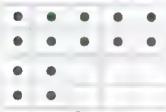
 Ask your child to tell you the day before and after today and ask him/her to draw a circle around today in the hundred chart.
 Vocabulary



# Practice



## Add the dots in ten frames and write the number:









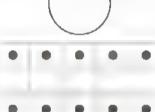
















with 13 move forward

the sum is the number you

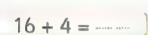
reached

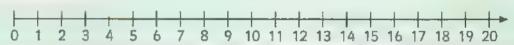


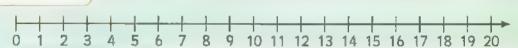
## Add on the number line and write in the box:

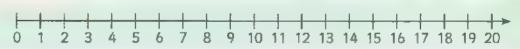
$$\{x. \{13+1=14\}\}$$











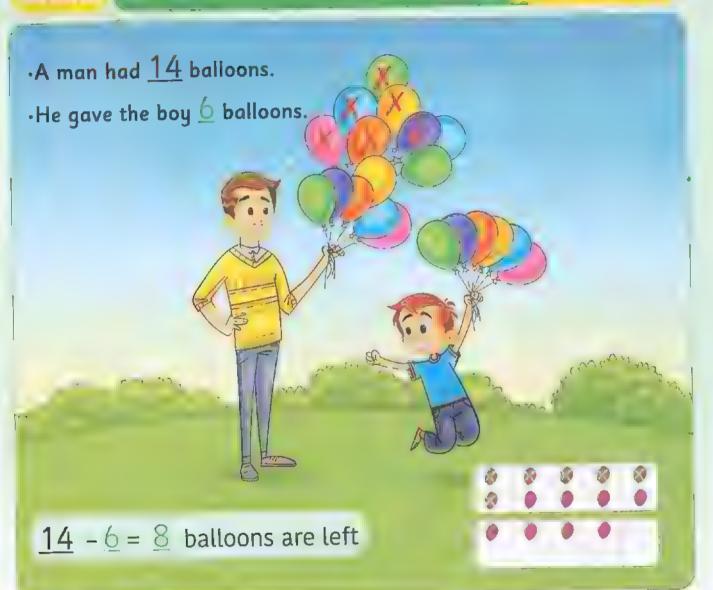


Parents' Tips:

Help your child add within 20 using ten frames, the number line and sets of crayons.

# (C) Subtracting within 20







- We can use the number chart to subtract within 20.
  Start from 14 and move
- backward 6 numbers, you will reach 8.

1 2 3 4 5 6 7 8 9 10  11 12 13 14 15 16 17 18 19 20  21 22 23 24 25 26 27 28 29 30  31 32 33 34 35 36 37 38 39 40  41 42 43 44 45 46 47 48 49 50  51 52 53 54 55 56 57 58 59 60  61 62 63 64 65 66 67 68 69 70
21     22     23     24     25     26     27     28     29     30       31     32     33     34     35     36     37     38     39     40       41     42     43     44     45     46     47     48     49     50       51     52     53     54     55     56     57     58     59     60       61     62     63     64     65     66     67     68     69     70
21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70
31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70
41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70
61 62 63 64 65 66 67 68 69 70
61 62 63 64 65 66 67 68 69 70
The market of the second of the Artist Art Artist A
71 72 73 74 75 76 // /8 /9 8
81 82 83 84 85 86 87 88 89 90
91 92 93 94 95 96 97 98 99 10

#### **Daily Practice:**

Ask your child to tell you the name of the month before and after the current month.
 Vocabulary

subtract, left, backward

# Proctice



# Subtract using the ten frames:

# Subtract using the number line:



# Now I can

- read and write numbers from 71 to 90.
- add or subtract within 20.

#### Parents' Tips

Help your child subtract within 20 using ten frames or the number line.

# Test Yourself



Put the correct sign (+) or (-): You can use the hundred chart.

2(14 = 6)

 $9^{-}.2 = 7$ 

10 = 20

 $\cdot 2 = 10$ 

2 = 9

 $4 \cdot 3 = 1$ 

2 = 7

14 7 = 7

Complete the hundred chart, then use it to solve and match:

 $16 - 4 = \dots$ 

20 - 1 = \_\_\_\_

10 3 : 4 20 15 16 17 18 13

27 : 28 : 29

36 37 38 39 32 33

50 46 47 48

60 51:52:53:54 68 70 61 | 62 | 63

80

84 85 86 81 82 83 91 92 93 94 95 99 100

12 + 1 = ...

14 + 3 =

Complete each of the following:

14 - 4 = .....

26 - 6 = .....

17 – 1 = · · ·

15 + 3 = .....

16 + 3 = .....

 $15 - 2 = \cdots$ 

18 + 2 = ----

12 + 4 = .....

24 - 4 = .....

14 + 3 = ----

18 - 5 = ----

Assess your progress











I need more pract cel

Lessons 504.60

# (A) Writing numbers 91 - 100









# Trace to write numbers from 91 to 100:

		,	,
	r 1		1 , 1 ,



#### Daily Practice

 Ask your child to tell you the day before and after today and ask him/her to draw a circle around today in the number chart.

# 0

## Fill in the missing numbers:







74

(....

76



(78)

81



(83)

(86)



89

91



94

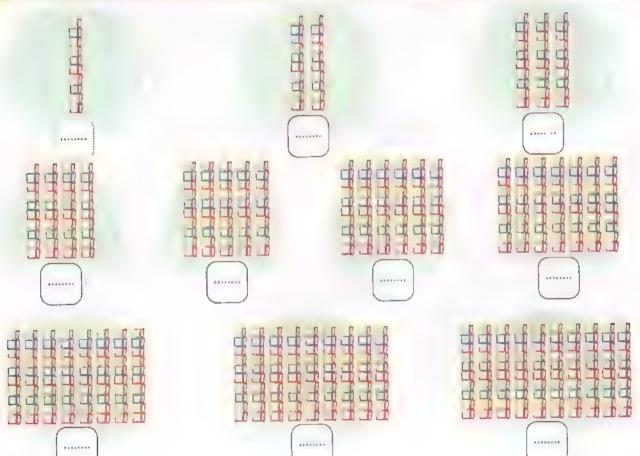


98

100

# 0

## Count by 10's:



#### Parents' Tips

Help your child read and write numbers from (71 - 100) in the 100 chart.



Lessons 594.00

# (B) Planning your day time





Wake up



Eat breakfast



Back home





Go to school

a.m.





# Choose the correct answer:









**Daily Practice:** 

Ask your child to tell you the name of the month before and after the current month.
 Vocabulary

day, hour, minute, hand, clock, activity, plan

# Draw the hands of each clock according to the shown activity:







# Now I can

- read and write numbers from 91 to 100.
- understand the daytime to create a schedule.

#### Parents' Tips:

• Let your child plan his/her day.

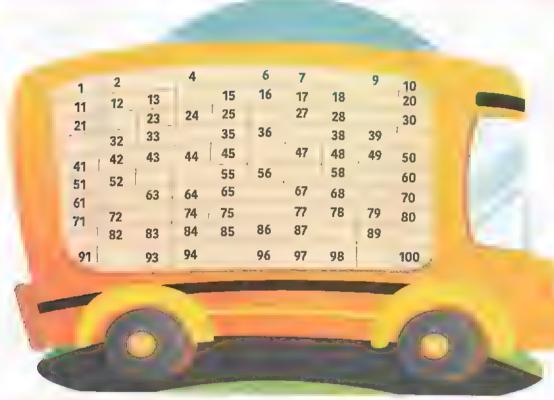




# Test Yourself

# 0

## Complete:



# Solve each of the following:

Assess your progress











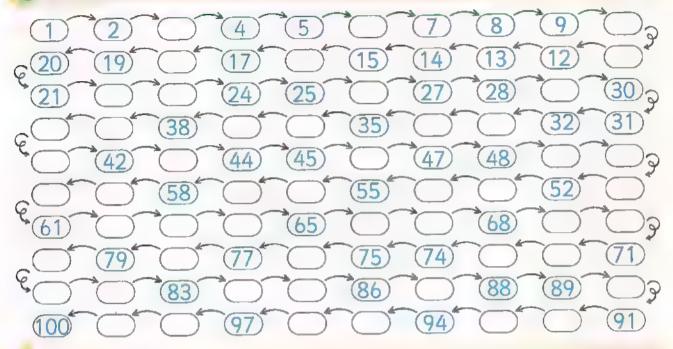
Now, I understand wel & can help my classmates.



# General Practice

Charter

# Complete:



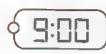
# Subtract on the number line:

# Match the correct time:

















# Subtract to complete the fact families:

## (6) family

$$6 - 0 = 6 - 1 = 6$$

6 - 2 = ...

6 - 3 =

6 - 4 = ...

6 - 5 = ...

6 - 6 =

(7) family

7 - 0 =

7-1 =-

7 - 2 =

7 - 3 =

7 - 4 = -

7 - 5 =

7 - 6 = ...

7 - 7 = ...

(8) family

= 0 - 8

8 - 1 =

8 - 2 = 0

8 - 3 = -

8 - 4 =

8 - 5 = .

8 - 6 = .

8 - 7 =

8 - 8 =

(9) family

9 - 0 =9 - 1 = ...

9-2 = ...

9 - 3 =

9 - 4 =

9 - 5 = ....

9 - 6 =

9-7 = ..

9 - 8 = ....

9 - 9 = ...

(10) family

 $10 - 0 = \cdots$ 

10 - 1 =

 $10 - 2 = \cdots$ 

 $10 - 3 = \cdots$ 

 $10 - 4 = \cdots$ 

10 - 5 =

 $10 - 6 = \cdots$ 

 $10 - 7 = \cdot$ 

 $10 - 8 = \cdots$ 

10 - 9 = ... 10 - 10 = ----

Tell the time and draw the two hands in each clock according to your daily routine:



Write the missing numbers on the clock, then tell the time:





# CATHEMATICS Ongoing Assessment Booklet



# O (C) O MARKETANI

# Part Ongoing Assassment

39 Sheets

# Furi Final Assessment

10 Worksheets

3

43

0564

Part

# Ongoing Assessment



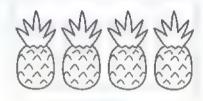
o 39 Sheets

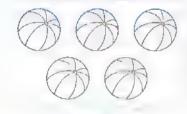
# Chepter (1) Spaul | ea Lesseurs | 1 & 2)



Color the objects according to the given number:







1

2

3







Circle the biggest object, and underline the smallest one:

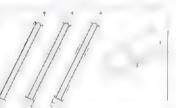


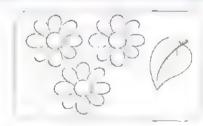




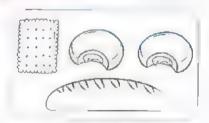
Color the objects of the same shape in each group:













# Sheet 2 on Lassons (3-3; 4)





Color in the graph to represent the number of each object, then circle the correct answer:



- The item which has the greatest number is:
- The item which has the smallest number is:

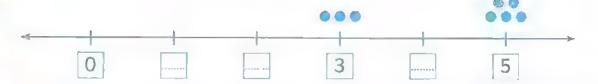
## Sheel 3 on Lessons (5 & A)



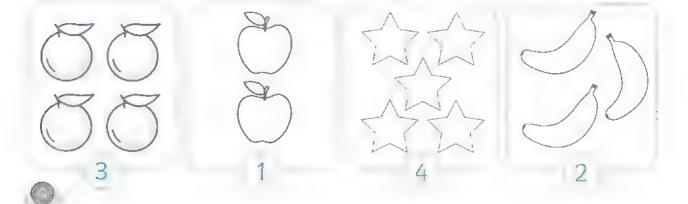
Underline the smallest object in each group:



Find the missing numbers on the number line, then draw dots according to the number:



Count, then color according to the number:



#### Street 4 nm Linistens (7 & 8)

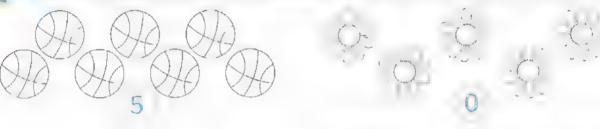
## Complete:

- There are .....
- · There are .....
- There is .....
- · There is .....



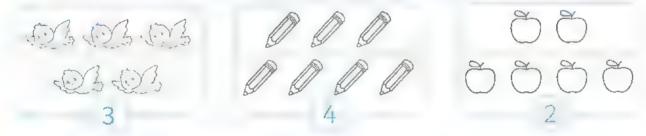


#### Color the objects according to the given numbers:



4

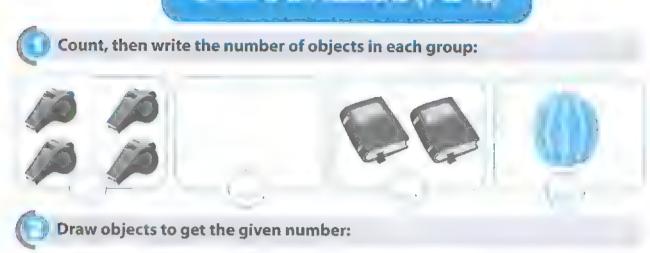
# Color the group which has the given number in each box:

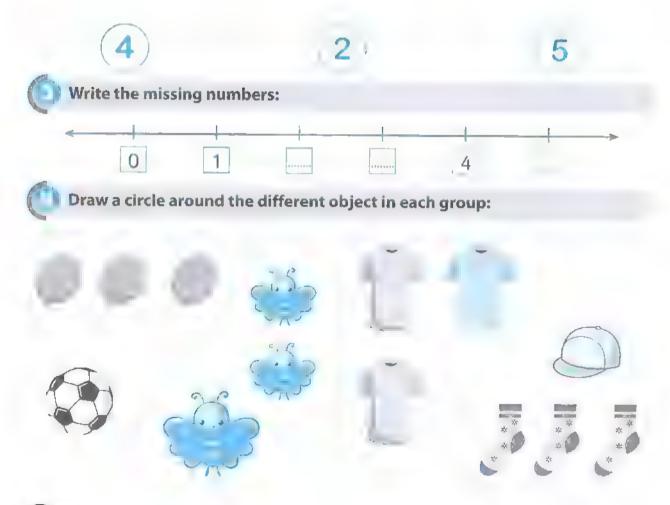


## Complete the missing numbers on the number line:

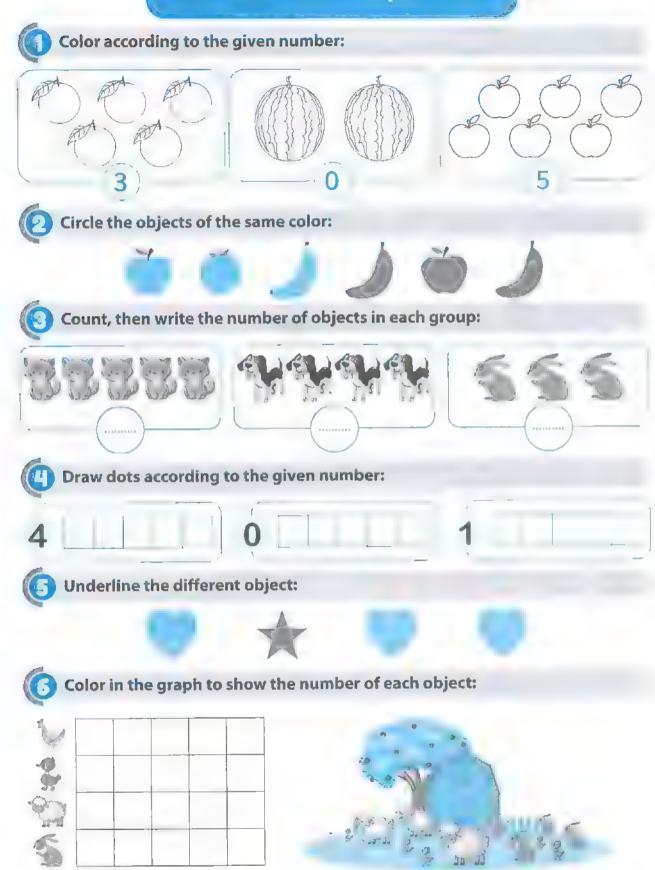


## Shreta in Leaving (\* 2 10)

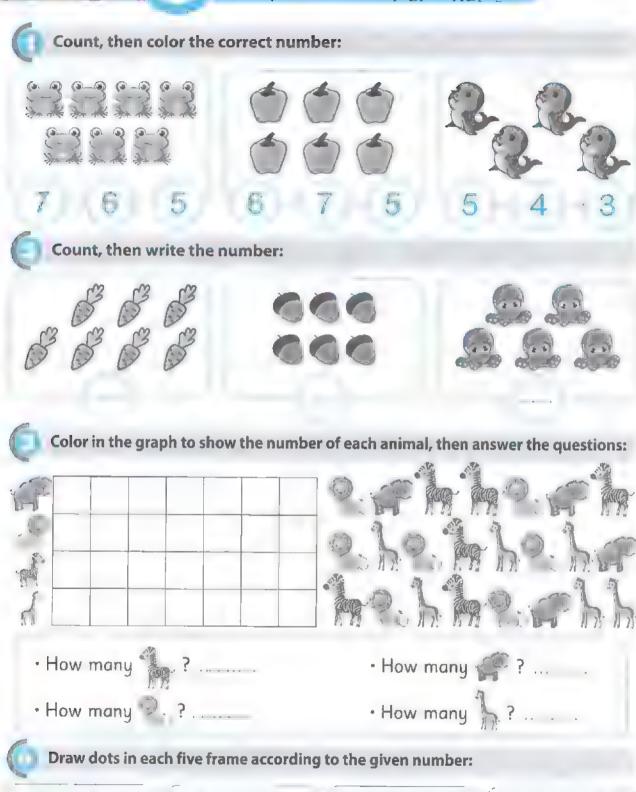




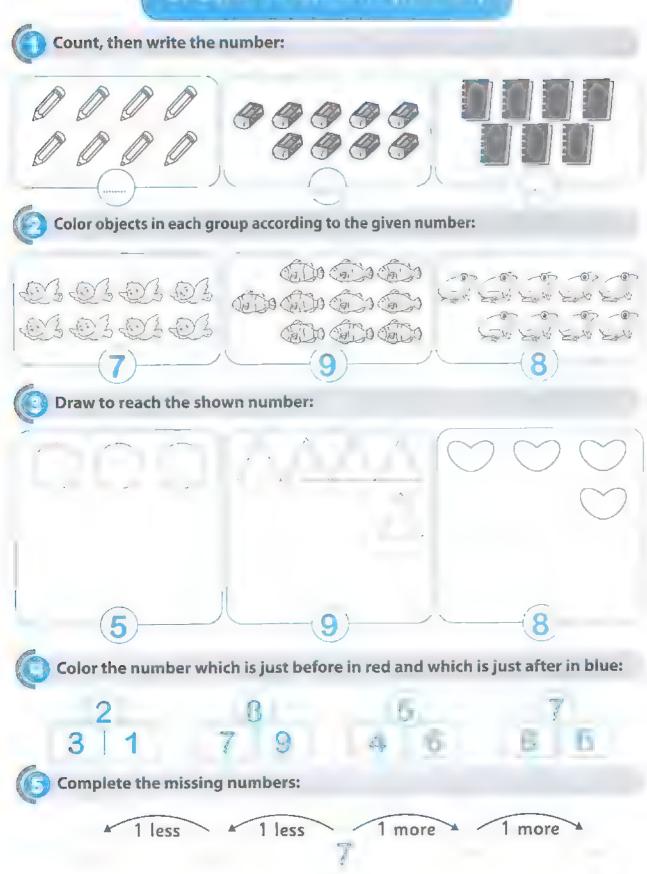
#### Sheet 6 on Chapter 1



# Chapter (2) Shall 7 in Letters || III II



#### Sheet if on Lusions (13 & 14)



## Short V on Lessons (15 & 16)



#### Look at the picture, then complete:



• The number of children = .....

· The number of balloons =



#### Count, then match to make 10:



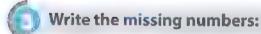




5

3

4



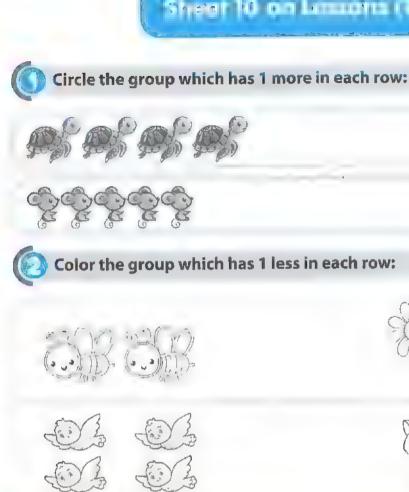


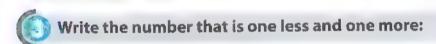


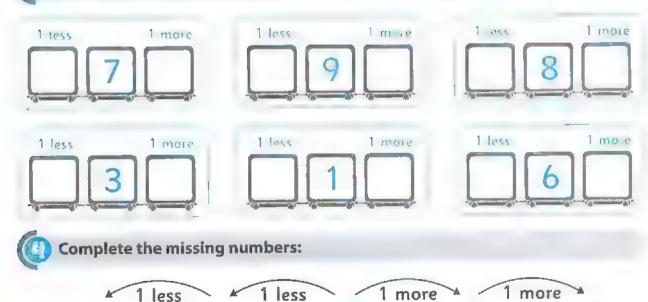
#### Count, then write the number of raised fingers:



## Sheet 10 on Lincons (17 & 18)







## Sheet 11 on Chapter 2

						الزم	
O D	raw dot	s to get	10, then w	rite the num	ber of drawn	dots:	
	• •					• •	• • •
(a) c	ount th	e object	s of the sa	ıme shape ir	n each group	and write the	number:
				OOC O I		- [	
6 cd	olor in t nen ans	he grap wer the	h to show questions	the number	r of each of t	he ocean anim	als,
D.	3-	R. ast			- God	Total State of the	7
	a parties			and the second	W.		Jul July
				• How ma	ny?		
				Line			Rigo
				· Draw a c	ircle around	the most repea	ated animal
A. A.	8.3	The Notice of th	- **	fine	a de la companya de l	A PARTY OF THE PAR	
Co Co	olor the	correct	number ir	n each grou	o:		
8	0	50	3			999	33
	14		1,	3-1	10		)

## Chapter

#### Shout 12 on Lesson (W)

- 60	
100	1
	9

Count, then circle the correct number of objects in each row:

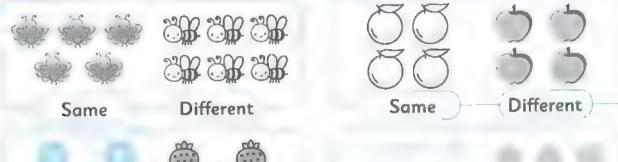
11	12	13	
11	12	13	
11	12	13	

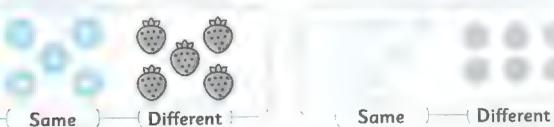
Draw dots in the five frames to show the number:



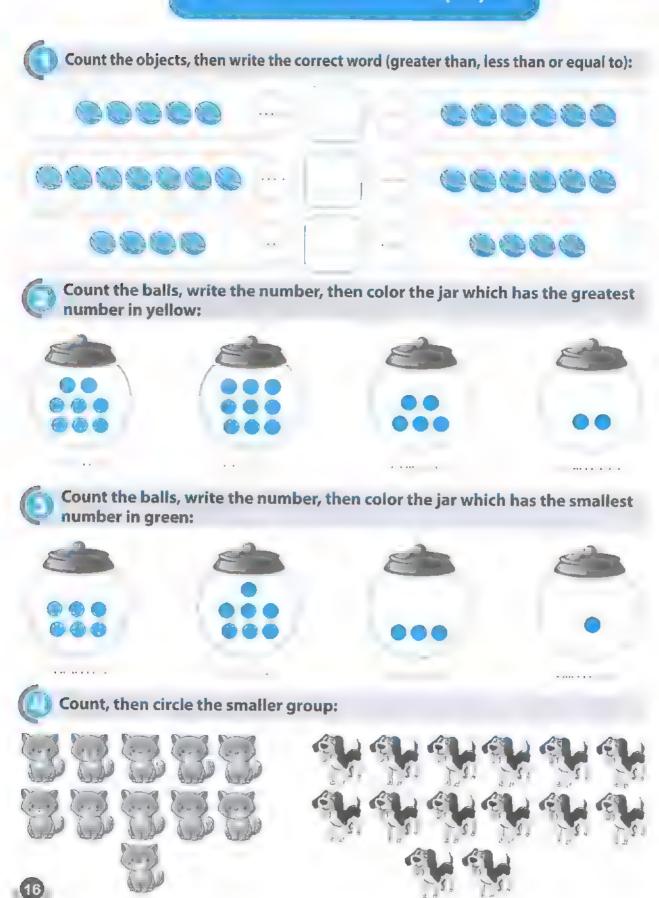
Write the missing numbers on the number line:

Count the number of the two groups. If they have the same number of objects, color "same" if not color "different":

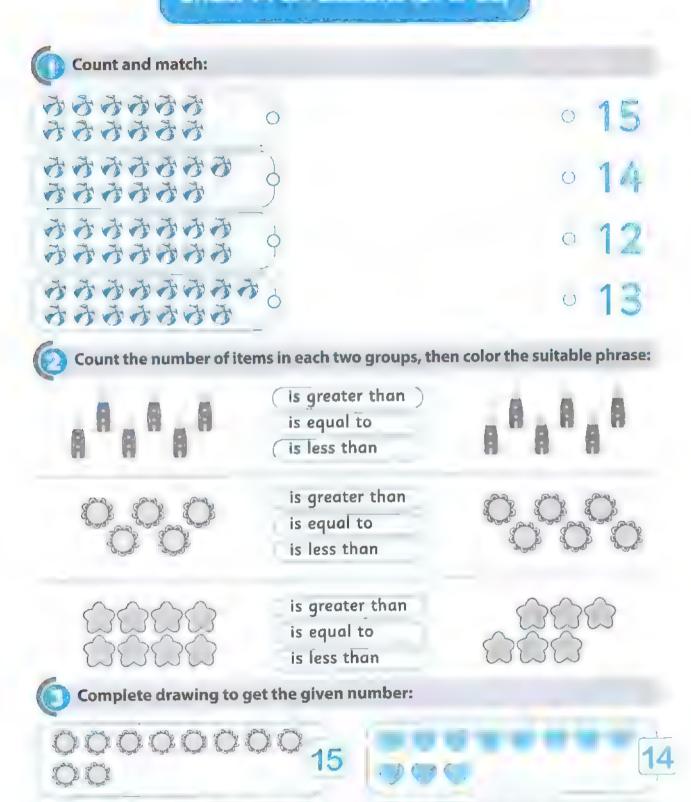




#### Sheet 13 on Lesson (20)



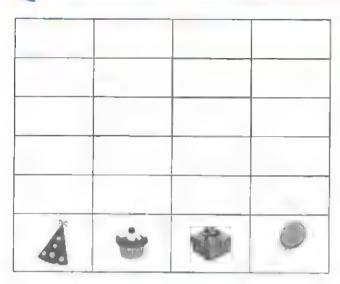
#### Sheet M in Lessons 12 is 22



#### Sheet 15 on Lessons 125 & 341



#### Color in the graph to show the number of each object, then circle the correct sign:































#### Use the suitable sign (>, < or =):















10





15







#### Sheet 16 on Chapter 3

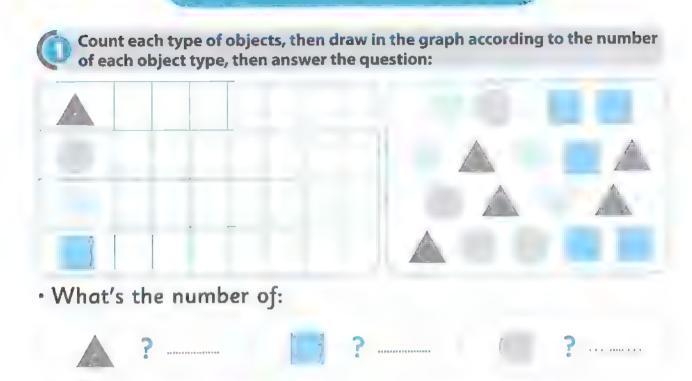


2 - 4 - 7

10 .... 14

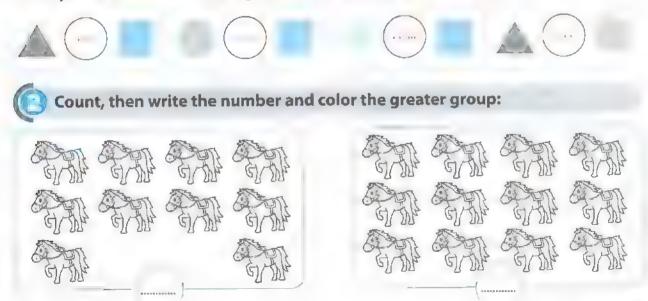
# chapter 25 a 26 Draw n to get the given number: Count the objects in each group, then write the number: Count dots in the five frames, then compare using (<, > or =):

#### Sheet 18 on Lesson (27)



· Draw the two objects which have the same number:

## Compare the number of objects using (<, > or):

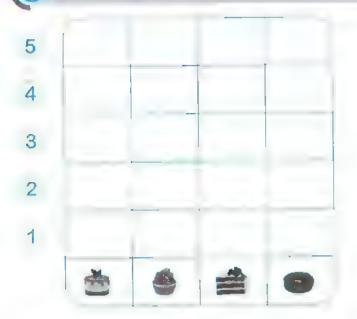


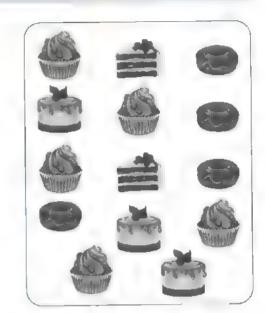
#### Sheat 19 on Lessons (28 & 29)

Color the objects in each group according to the given number: JARARA RARA The file file file file file file file " . In " , the " selection of s the the the the the the the the the Write the missing numbers in each row: 6 11 15 16 20 \_\_\_\_\_Count, then put ( > , < or = ): 8888888 888888 8888888 लेलिककिककिकान केलेकिकेकेकेकेके みるみるからかかかか केलेलेलेलेलेलेलेले 000000000

#### Sheet 20 on Lesson (30)

Color in bar graph to represent the number of objects and answer questions:

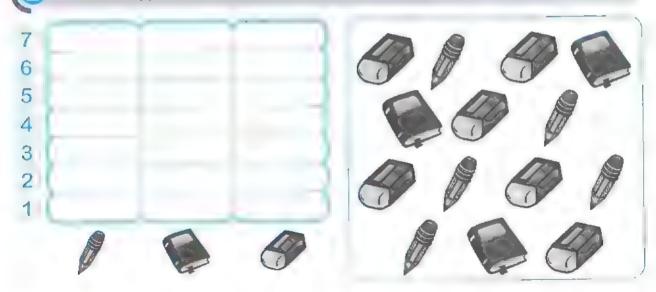




- Circle the most repeated object.
- $\diamond$  Compare using (<, > or =):



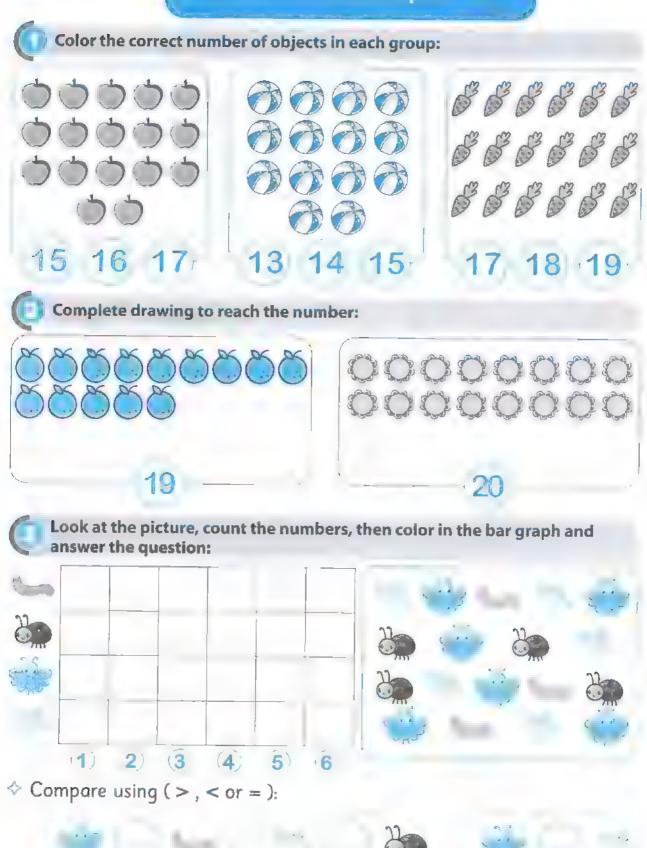
Count each type of items, color in the bar graph to represent them, then complete:



- Number of
- Number of
- ♦ Number of 🏈 . . . . .



#### Sheet 21 on Chapter 4



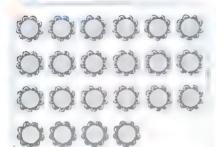
## Chapter



## Street 72 cm (minicipal # 22)



#### Count, then write the number:









#### Circle the objects of the same color:













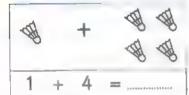


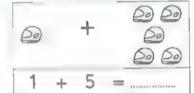


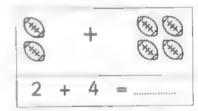


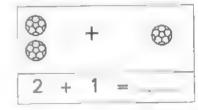


#### Add, then complete:









#### Sheer 20 on Lessons 1883 & 24)

Color the objects in each group according to the given number: ARRARARARA GARARARA Circle the objects with the same color in each group: Count, then write the number of objects in each group: スペスペスペ ~~~~~ Write the number that just comes after each of the following: 21

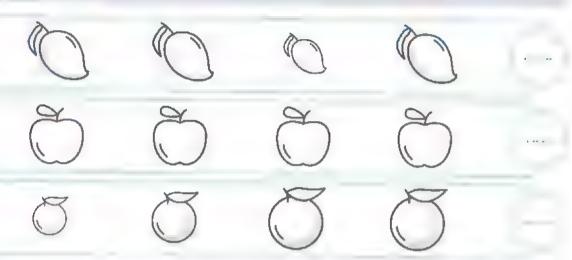
#### Signal 24 on Lessons 35 R 39



## Sheet 25 on Leasons (37 & 36)

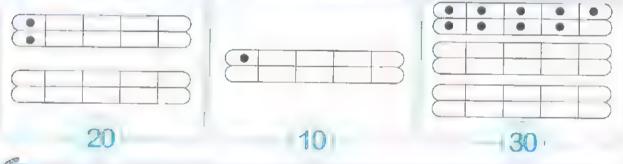


## Count the objects of the same size in each row:





#### Draw dots in the ten frames to reach the given number:

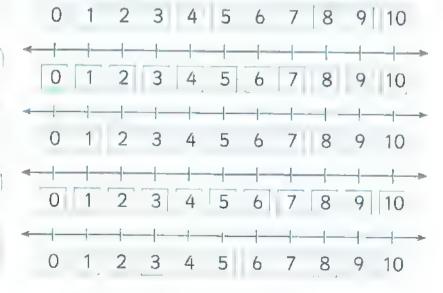




#### Use the number line to add:

$$7 + 3 =$$

$$4 + 4 = .$$



## Short 26 on Lessons |39 & 40)



#### Read the addition problems, then complete:

There are 5 boys and 5 girls in the class.
 How many kids are there altogether?





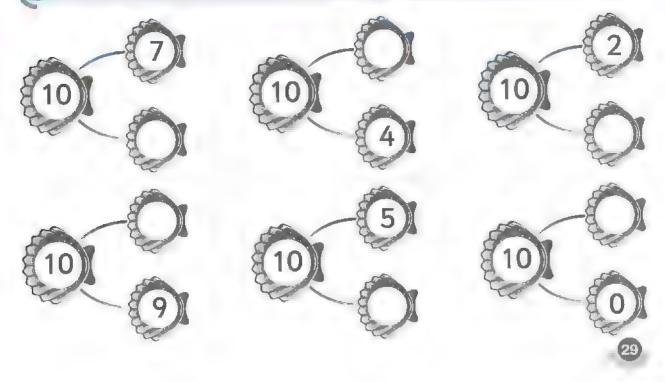
Ali picked 9 yellow flowers and 1 red flower.
 How many flowers did Ali pick in all?

*******	+	444)-444)-48868844444	=	 flowers



Yassin has 5 coins, his brother Ammar gives him 6 more coins.
 How many coins does Yassin have now?

## Complete the components of 10:



## Sheet 27 on Chapter 5



#### Count, then write the number:

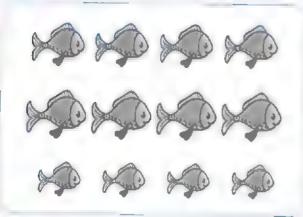








#### Circle the objects of the same size in each group:







#### Read, then solve:

- Mona has 4 balloons and her brother has 5 balloons.
  - Find the number of balloons with both of them.







· Hesham caught 6 big fish. He also caught 4 small fish.

How many fish did Hesham catch?

What Hesham caught = +





fish.



#### Count and answer:

١				0	0000	B		B		
	Н	low	ma	ny '	<b>!</b>					How many \$7?
THE STATE OF THE S			M		物物物物	(A)			<b>多多多</b>	
	Н	low	ma	ny	<b>**</b> ?	de la Populario	hbu hóz dze z ú	FB757		How many P?



#### Complete to subtract:

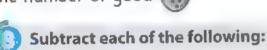
The number of all strawberries =

The number of bad = =



The number of good = --





$$6 - 5 =$$

$$10 - 5 = \cdots$$

$$8 - 2 =$$

$$6 - 4 = 0$$

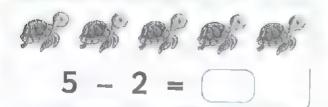
## Street 25 on Lucions 42 & 431



## Count the numbers of objects in each group:

THE COLD STREET, STREE	
· · · · · · · · · · · · · · · · · · ·	riow mary <b>&amp;</b> ?
	99999999999 9999999999 99999999
: 4	How many @?

#### Cross out to subtract, then write the result:

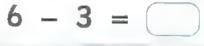


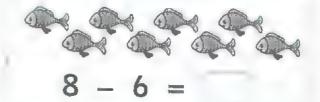


$$10 - 5 =$$











#### Sheet 30 on Learning [44 & 45]



#### Find the difference using the number line:

$$9 - 4 =$$
\_\_\_\_

$$8 - 8 =$$

$$7 - 5 =$$



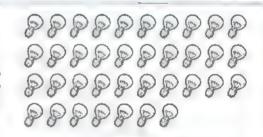






#### Count, then compare using (<, > or =):

1101010010





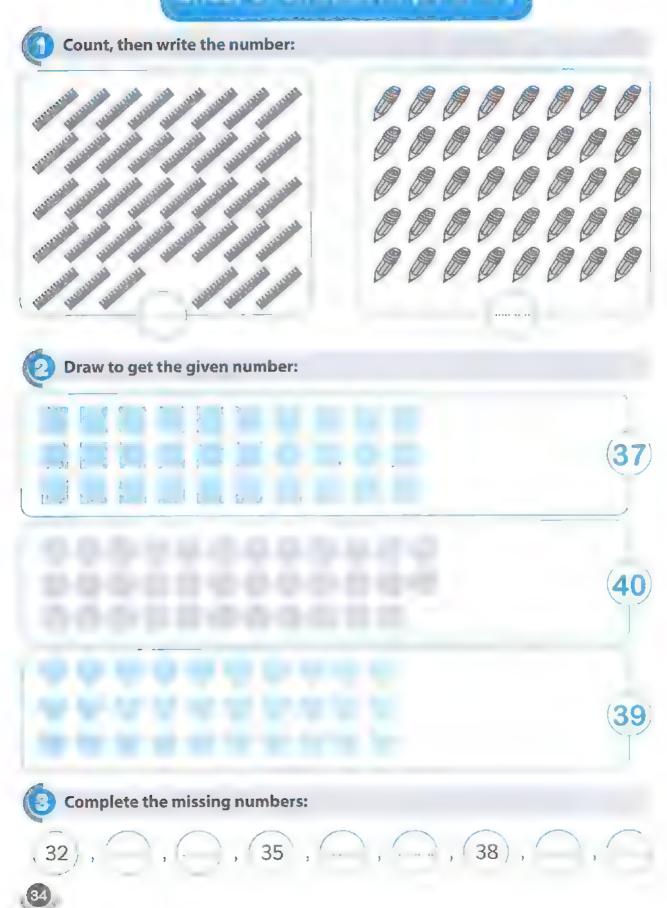




#### Color the different fruit:



#### Sheet 31 on Lusiona 46 & 47



#### Sheet 32 nm Lessons (48 - 50)



#### Read, then solve:

 There are 8 frogs on a log, 3 of them jumped to the ground. How many frogs are left?



 Noha has 10 pieces of candies and Amal has 6 pieces of candies.

Find the difference between the numbers of candies.





## 3

#### Complete each fact family:

complete each fact failing

+ =

+ = ... + .... = ....... .... + ..... = ....

\_\_\_\_ = \_\_\_\_ \_ \_ \_ \_ \_ = ... ....

- (5) (4) (9) ..... + .... = .

## Find the result:

+ 7 2

+ 6 3

+ 9/2

- <del>5</del> 3

- <sub>7</sub>

7 - 4

 $-\frac{10}{2}$ 

- <sup>6</sup><sub>4</sub>

- <sup>9</sup> 2

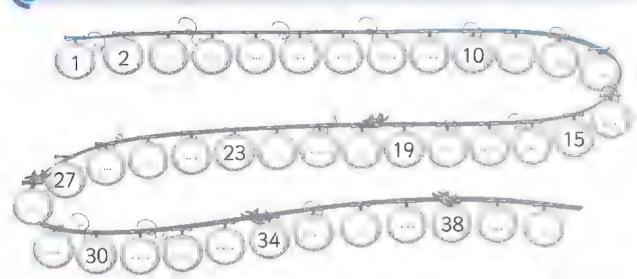
+ 4

+ 4

+ 4/4

#### Sheet 33 on Chapter 6

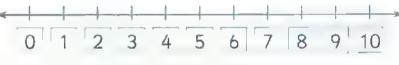
#### Complete the missing numbers:

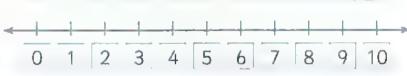


## O

#### Use the number line to subtract:

$$10 - 3 =$$
 $9 - 6 =$ 







#### Complete the fact family in each of the following:

$$9 - 5 =$$



#### Read, then solve:

Mera has 10 balloons, her sister has 4 balloons.
 What is the difference between what they have?

The difference = \_\_\_\_ balloons.

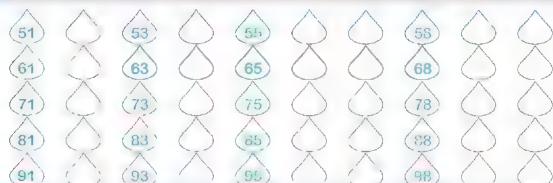
## Chapter



## Sheet Secretarion (5) & 57)

## 0

#### Complete the missing numbers:



## Tell

#### Tell the time:



## 6

#### Use the hundred chart to add or subtract, then color the correct number:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

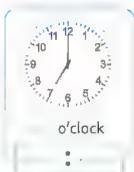
#### Sheet 35 on Lessons 153 & 541

Tell the time and write the digital clock:

















Complete the missing numbers:















Read the time and draw the two hands of the clock:











Fill in the digital clock:









## Sheet 36 on Lessons (55 & 56)

Find the result:

Cross out to subtract:











$$13 - 3 =$$



$$11 - 6 =$$





$$14 - 8 =$$

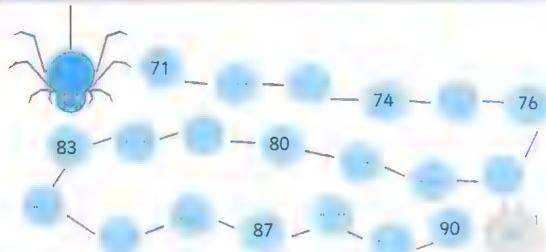
Complete the missing numbers:





## Shejel 37 mil Luncon (57 E 58)

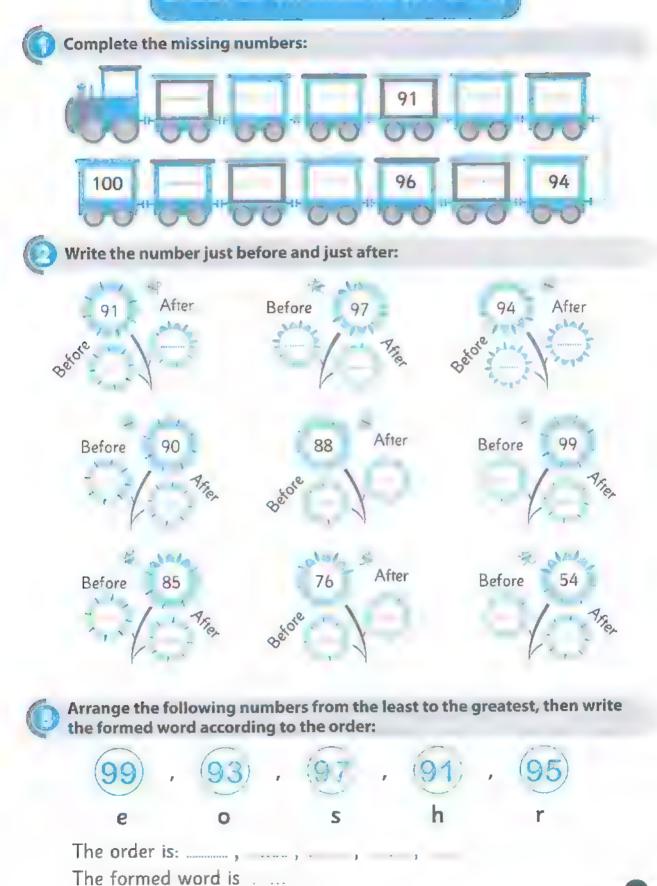
Complete the missing numbers:



Find the result using the number line:

$$16 - 5 = \frac{1}{0} + \frac{1}{2} + \frac{1}{3} + \frac{1}{4} + \frac{1}{5} + \frac{1}{6} + \frac{1}{7} + \frac{1}{12} + \frac{1}{13} + \frac{1}{14} + \frac{1}{15} + \frac{1}{16} + \frac{1}{17} + \frac{1}{18} + \frac{1}{19} + \frac{1}{20} + \frac{1}{12} + \frac{1}{12$$

## Sheet 36 nn Littant 359 & 50)



#### Sheet 39 on Chapter 7



#### Find the result of each of the following:

## **(**

#### Draw the two hands of clock to show the given time:



8:00



2:00

11:00



4:00

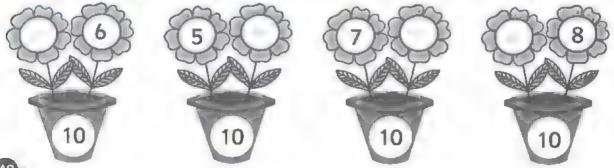


### Complete, then color the result of addition in red and the result of subtraction in blue using the 100 chart:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## 0

#### Complete to make 10:



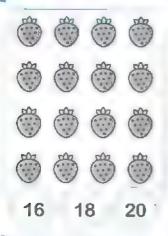
Pari

# Final Assessment



10 Worksheets

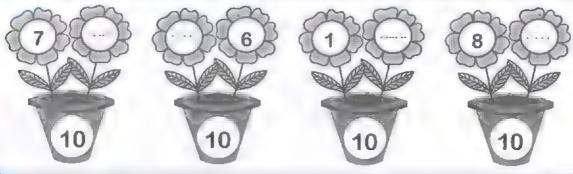
Count and color the circle which shows the correct number:







Write the missing number to make 10:



Color the biggest ball:

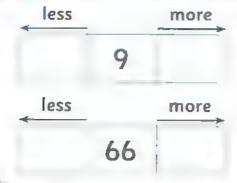


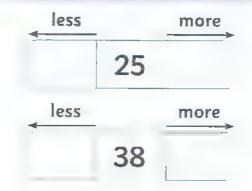






Write the number which is 1 less and 1 more:





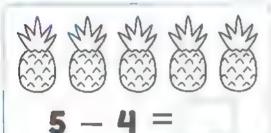


#### Count dots, add then write the sum in the box:





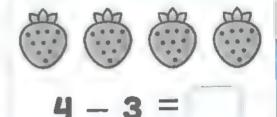
#### Cross out, subtract, then write the result:













#### Count, then color the correct sign (<, > or =):





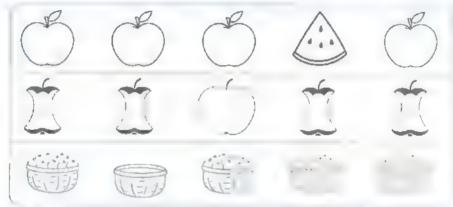


# Worksheet (2)





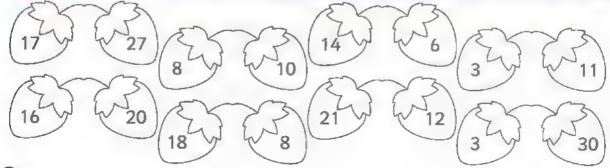
Color the different object in each row:



Complete the missing numbers on the number line:

O 1 6 7 11 12 15

Color the smaller number in blue and the greater number in yellow in each of the following:





#### Add and color the box which shows the correct sum:



























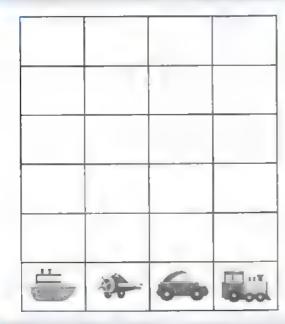








#### Color in the graph to show the number of each object:



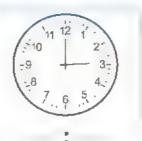




#### Write the time:







# Worksheet 🗐

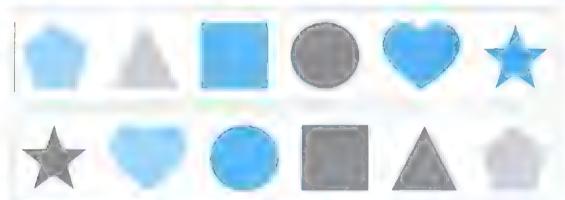
-		
4	23	
	п	h
	L	7
	4	

#### Complete the missing numbers:

1		4		6		8	9		
11	13		15		17			20	



#### Underline the shapes with the same color in each row:





#### Solve the addition problems:

Sara has 3 cats, Mona has 2 cats.

How many cats in ali? ...... cats.

· We see 2 bugs, we see 4 more.

How many bugs in all? ..... bugs.

Hesham has 5 pens, Dina has 3 pens.
 How many pens they have together?

pens.



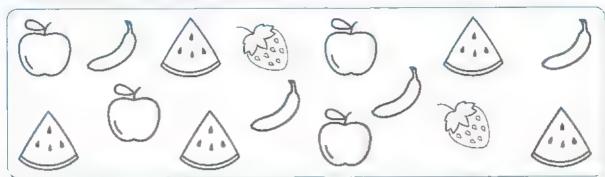
#### Use the number line to get the result:







Color in the bar graph to represent the number of each type of fruit, then answer questions:



5				
4				
3				
2				
1				
	ð	73.	0	

· Which fruit is the most?







· Which fruit is the least?







Color the clock which shows the given time:





11:00





12:00



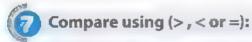


10:00





5:00



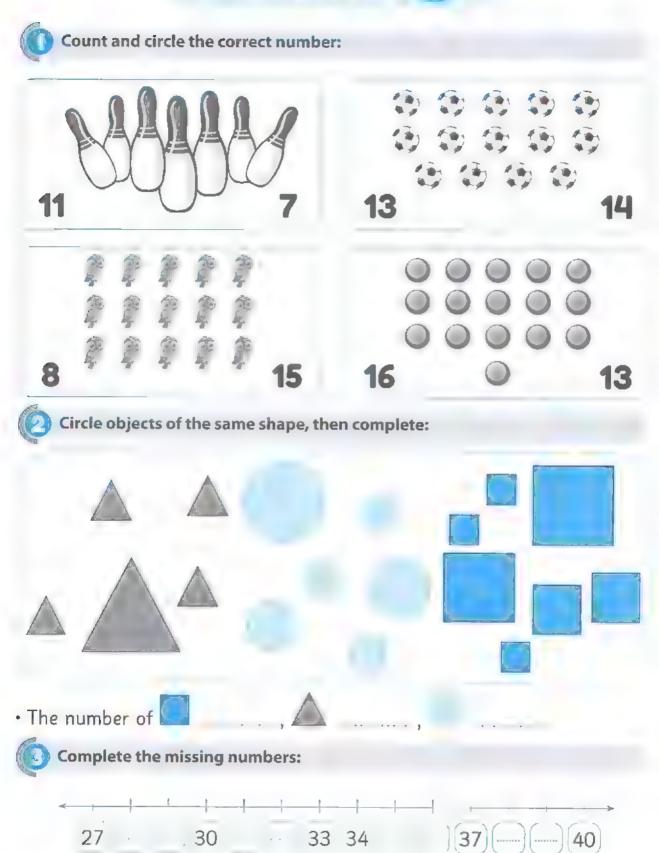








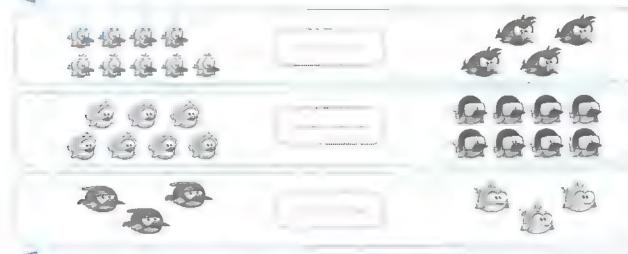
# Worksheet (1)



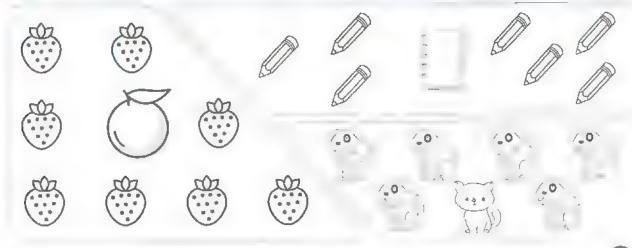


### Subtract:

#### Count, then compare using terms (greater than, less than or equal to):



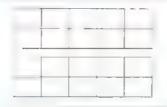
#### Color the different shape in each group:



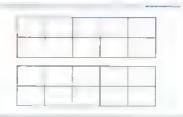


#### Draw (•) in the ten frames to represent the given number:











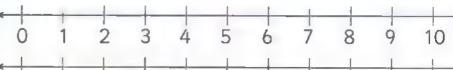




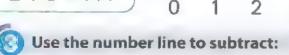


### Use the number line to add:

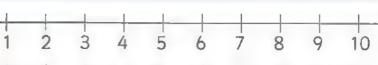


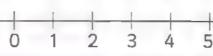


$$2 + 5 = \dots$$











#### Complete the missing numbers:







Make a bar graph to show how many of each type of animals there are, then answer the questions:





2. Which animal is the most?



3. Which animal is the least?

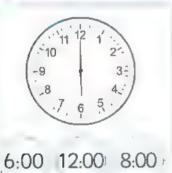




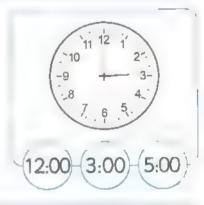




#### Color the time which shows the given clock:









#### Read the time and draw the two hands in each clock:













Add or subtract to complete the missing numbers:



Color in the bar graph to represent the number of each object:

5						
3					,	O ☆ C
2					1	\$ \( \) \( \)
1			^	$\sim$		
	$\bigcirc$	77				



Use the hundred chart to add and subtract:

_ 1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



#### Tick ( ✔ ) the different object:











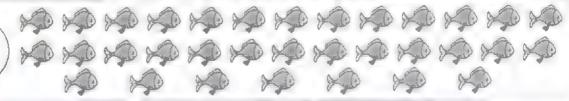


#### Circle the objects according to the given number:











#### Tick ( ✓ ) the greater group in each row:

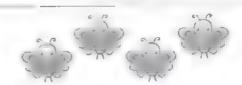










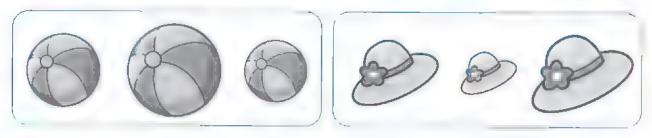




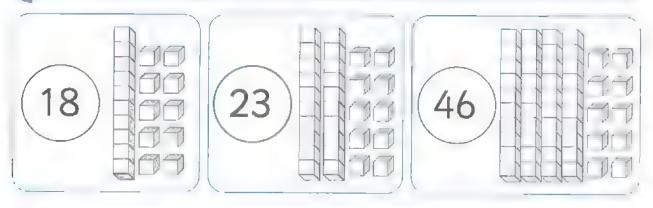
#### Find the result:

$$16 - 9 = .$$

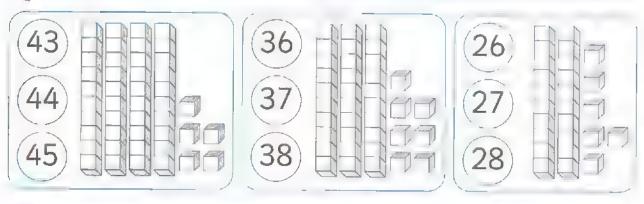




Color cubes according to the given number:



Count, then color the correct number:



Find the result:

$$8 + 8 = ...$$

$$15 - 7 =$$

$$10 + 2 = ...$$

$$19 - 9 =$$



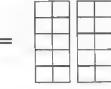
#### Cross out in the ten frames to subtract, then complete:



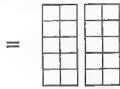
18













#### Color the addition operations which give the shown sum in each row:



$$\left(5+4\right)$$

$$\left(6+3\right)$$

$$\left(4+3\right)$$

$$\left(2+7\right)$$



$$\left(3+4\right)$$

$$\left(5+2\right)$$

$$(3 + 3)$$

$$7+0$$



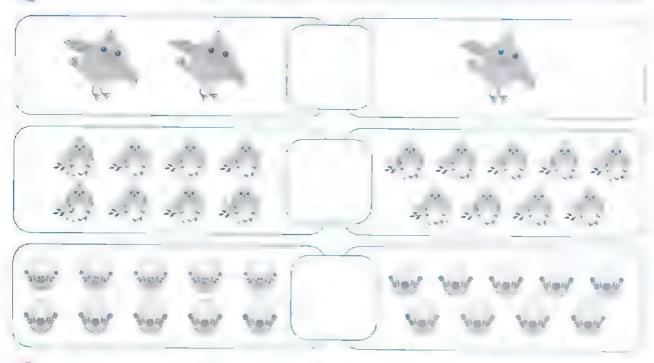
#### Read and draw as required:

Draw a number of bananas that is 1 less than 10.

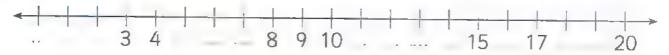
Draw a number of apples that is 1 more than 5.

# Worksheet (3)





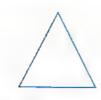
### Complete the missing numbers on the number line:



### Read and solve the addition problems:

- There are 4 kids, then 4 more kids joined them. How many kids are there in all?
- Hany saw 3 bugs, and Hossam saw 5 bugs. How many bugs did they see?











#### Match each analog clock to the suitable digital clock:



• 2:00

3:00

11 12 1 10 2 -9 3--8 4 7 6 5



• 11:00

7:00

11 12 1' 2' 3-8 7 6 5

• 5:00

4:00

## (6)

#### Circle the group which has the same shape in each row:













#### Write the number, then add or subtract and color the correct result:



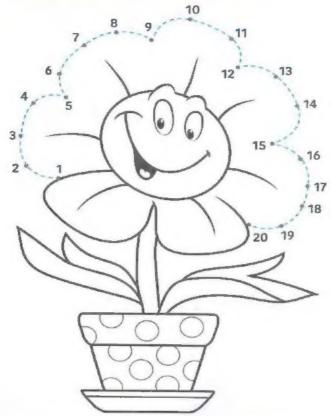




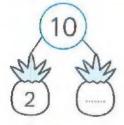


# Worksheet (9)

Match numbers and color the figure:

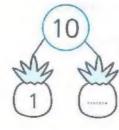


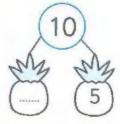
Complete the missing numbers to make 10:

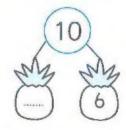






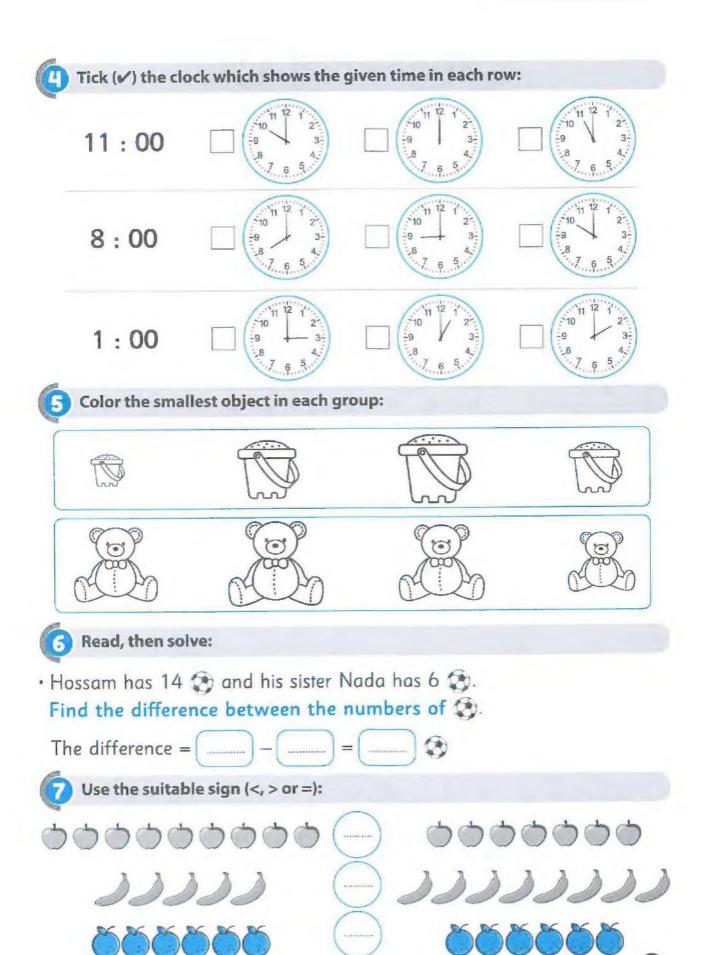




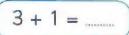


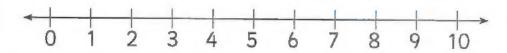
3 Find the result:

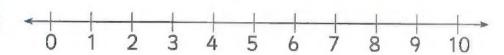
20 -6



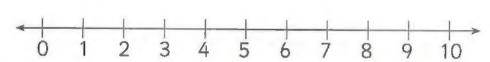
### Use the number line to add and write the result:



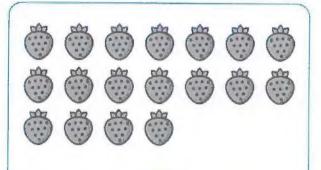








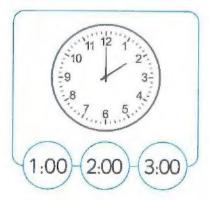
#### Draw to reach the number:

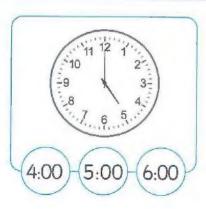


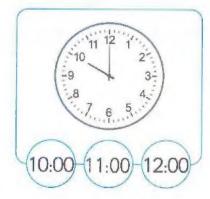
21

22

### **(3)** Color the digital which shows the given time:







#### Color the result of addition in red and the result of subtraction in yellow in the 100 chart:

$$8 - 3 =$$

$$10 - 4 = \dots$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$$9 - 8 = ...$$

### Color in the graph to represent the number of each object:

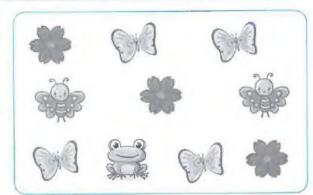
4	
3	
2	











#### Find the result of each of the following:

# Count the number of the similar objects and write its number, then color the different object in each group:



